MASS.
D1.2:
SABIS
UMASS/AMHERST
31206601689949 3

MASS. ED1.2:C38/Intern.

942-09

The International School
of Minnesota

6385 Beach Road, Eden Prairie, MN 55344 (612) 941-3500

founded 1886

February 14, 1994

GOVERNMENT DOCUMENTS COLLECTION
JUN 08 1994
University of Massachusetts
Depository Copy

Secretary of Education
Dr. Piedad F. Robertson
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson,

Attached is the Charter Application (Parts I and II) for **THE SABIS INTERNATIONAL CHARTER SCHOOL** (known as THE INTERNATIONAL SCHOOL in Minnesota and as THE CHOUEIFAT SCHOOLS in other countries). We are very interested in obtaining charters in Massachusetts for operating more than one public school or in getting one charter with permission to open campuses in various school districts. We could start and operate one school starting September 1994 and up to five **SABIS INTERNATIONAL CHARTER SCHOOLS** by September of 1995. We are excited about having this opportunity to apply for participation in the revitalization of **the** "Education State" in the world.

Over the centuries America's creative and innovative pioneering spirit has accomplished great things and overcome awesome hurdles. Entrepreneurial pride, confidence and self-esteem are other proven sources of energy for American regeneration. If we are allowed to add the substance of our well-tested and confirmed SABIS system to these innate strengths we could model some "light-house" schools in Massachusetts that are very worthy of its heritage and worldwide leadership role in education. We have a vision that this type of education rebirth, especially in a multicultural setting, has an enormous power to change the future of many individuals, the state and eventually the entire country.

Throughout the areas where our 10 schools currently operate, we are known among students, parents and education professionals for our outstanding track record in preparing average kids for top-notch colleges all over the world based on:

* high and well formalized expectations for academic excellence
* a clear, balanced and challenging curriculum (including a strong emphasis on world-language and high math achievements)

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application
Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

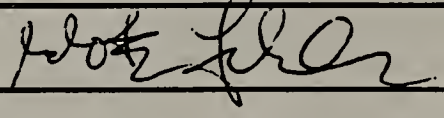
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

The International School of Minnesota

Name of organization/group filing for charter school status

Contact Person Name:	Udo E. Schulz
Signature:	 **Date:** 2 /14 /1994
Title:	Business Advisor
Address:	6385 Beach Road
City:	Eden Prairie
State:	Minnesota
Zip:	55344
Telephone:	(612) 941-3500 or (612) 559-0295
Fax:	(612) 941-4015

Commonwealth of Massachusetts
Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Udo E. Schulz Signature: [signature] Date: 2/14/94

Address: 6385 Beach Rd. City: Eden Prairie State: MN Zip: 55344 Tel: (612) 941-3500

Name: Nadia Reda Signature: Date:

Address: 6385 Beach Rd. City: Eden Prairie State: MN Zip: 55344 Tel: (612) 941-3500

Name: Tracy S. Whitehead Signature: Date:

Address: 6385 Beach Rd. City: Eden Prairie State: MN Zip: 55344 Tel: (612) 941-3500

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

Name: Signature: Date:

Address: City: State: Zip: Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

THE SABIS INTERNATIONAL CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

INDEX	PAGE
PART I	2
1.) Mission Statement	2
2.) School Objectives	2
3.) Statement of Need	5
4.) School Demographics	8
5.) Recruiting & Marketing Plan	9
6.) Admissions Policy	10
7.) Profile of Founding Coalition	11
8.) Timetable	13
PART II	15
9.) Evidence of Support	15
10.) Educational Program	15
11.) Student Performance	33
12.) School Evaluation	35
13.) Human Resource Information	36
14.) School Governance	38
15.) Building Options	40

THE SABIS INTERNATIONAL CHARTER SCHOOL

CHARTER SCHOOL APPLICATION: PART I

1.) MISSION STATEMENT

Describe the core philosophy or underlying purpose of the proposed school.

The Sabis International Charter School is a college preparatory school that will provide top-quality education to disadvantaged children in needy neighborhoods. It will teach children to perform to the best of their ability and to achieve academic excellence in a global context. Graduates will be prepared to attend colleges and universities. The school develops and strengthens students' ethical, moral and civic values thus molding men and women with the knowledge, skills and social judgment to face the challenges of the times. The school believes that students with a Sabis education, especially in a multicultural setting, will be able to provide leadership throughout the world.

2.) SCHOOL OBJECTIVES

A. What are the school's broad academic objectives for student learning?

The Sabis International Charter School is intended to be a college-preparatory school having as its main objective preparing students for success in college and for a life of continuous learning. The broad academic objective of the Lower School (Kindergarten - Grade 5) is to provide students with a solid academic foundation to equip them with the knowledge and skills needed for the rigorous program of studies and the more conceptual learning expected in the Upper School. Students are challenged to strive for excellence and to achieve their individual potential. In all grades, the skills of reading, writing, abstract reasoning, and problem solving are emphasized. In the Upper School, where the more formal college-preparatory training begins, abstract reasoning and critical thinking, considered crucial to the learning process, are emphasized in all disciplines.

The broad academic objectives can be summed up as follows:

*Qualify every student for college.

*Provide each student with a well rounded education strongly based on a good mastery of English and Math.

*Enable students to acquire a good mastery of a second language.

*Train students in logical reasoning and critical thinking.

*Train students to sustain an intellectual effort for long periods of time.

*Maintain a general school environment that creates excitement about learning and fosters a love for continuous learning.

B. Describe any non-academic goals for student performance.

Students are expected to

*uphold high standards of conduct and promote ethical and civic values;

*make informed decisions on social issues;

*defend their convictions and reverse negative peer pressure;

*participate in extracurricular activities, school management, and community work;

*foster the value of cooperation, be willing to help others and to work in teams; and

*develop a true understanding of the peoples of the world through an appreciation of differences as well as similarities.

C. What type of community environment do you hope to foster at your school?

The school maintains and supports a community environment which fosters:

*Tolerance-- turning cultural differences into sources of enrichment

*Ethical and Moral Values

*Civic Responsibility

*Active Cooperation

*Health Consciousness

*Environmental Responsibility

The school's climate welcomes parents and grandparents as volunteers, class visitors, and enrichment instructors in areas of expertise or interest.

Student Life is the vehicle that empowers students to make a difference in their own lives and others by giving them opportunities to develop the strength of character and confidence that enables them to reverse negative peer pressure and to acquire important "life" skills in communication, cooperation, problem solving, and global citizenship. Student Life sets the climate and provides the discipline which makes teaching more effective. It encourages students to develop self-control and reduces the need for teacher or administrative intervention..

The Student Life Organization provides leadership opportunities for students in all aspects of school life. There are four main areas, each headed by a Student Prefect (student group leader), which are; academics, sports, activities, and school management. The Student Life Organization provides a structure in which students can develop leadership skills, organizational experience, and strength of character while serving their school. The expectations for Student Life are congruent with the philosophy and goals of the total school program.

Student Prefects involve other students in organizing and implementing activities in the following areas:

***academic** (set up tutoring sessions for those students who need help with those students who can provide expertise, bring together and oversee study groups, develop after school and weekend academic events, such as Math League and intensive remedial tutoring)

***sports** (sports events, faculty/student games, weekend sports activities, pep rallies and school spirit events)

*__activities__ (clubs and social events - science, math, computer, ski clubs; yearbook, newspaper, literary magazine; overnight "lock-ins," special events such as Halloween Haunted House and spring proms)

*__school management__ (student behavior and attitude, motivation, recognition, respect for and care of school property, school wide management including traffic patrol, playground, cafeteria, computer lab, library, hall monitors, etc.)

School management is a particularly important area; every student gets an opportunity to participate, and is encouraged to do so.

3.) STATEMENT OF NEED

A. Why is there a need for this type of school ?

General observations

The frequently quoted 1983 U.S. education analysis, commissioned by President Reagan and published by the National Commission on Excellence in Education, in its report "A Nation at Risk," highlighted that the current education of U.S. children is seriously lagging behind average world-class standards and foreign student performance. The 1993 ten-year anniversary review and many other highly publicized surveys, analyses, official and anecdotal reports have concluded that necessary improvements have not yet been achieved to this date.

More than anything, the future of this state, the whole country and in many ways the entire world, depends on the cultural and social development of the more than 40 million school-aged children in the U.S.A. Dramatic changes need to take place immediately to catch up with the leading countries in the world. A further decline or even stand-still of U.S. education would be disastrous for the country and the world, since a weak educational base of the number one economic, political and military power in this world has a detrimental impact on countries and people worldwide. The U.S. needs to regain the leadership role in primary and secondary education. There is ample proof that government inertia and grid-lock are keeping the current public school system from doing it on its own. It needs help and innovative alternatives from the outside and from entrepreneurial third party providers.

Specifically, existing public school systems are too bureaucratic and inflexible. They are subject to all the regulatory restraints of the district. Change, innovation, global orientation and attention to very high academic achievement along with meaningful assessment and accountabilities are harder to implement in such an environment.

Teacher training and accountability systems for teachers, students and the entire school may

fall victim to day-to-day classroom duties, operations, diluted budgets, poorly defined outcomes and changing or even hidden agendas. Overall the traditional teaching methods may not be able to keep up with global competitiveness and educational needs for the 21st century. Many new and additional challenges relating to population diversity and social issues have to be dealt with.

"Equal educational opportunity for all" is an important goal for public schools. That combined with an attempt often times to"be all things to all people" and offering an all-inclusive curriculum may hurt the quality and performance in core subjects. Those subjects are the essential building blocks which build the foundation for a process of lifelong learning and professional as well as civic development and success.

Site-specific comments

Additional and more specific needs analyses will be developed once a specific site and community has been found. However, most sites reviewed on a very preliminary and overall basis appear to have a need for a widely accessible, top-notch college preparatory school focusing on optimal student learning with a well developed and balanced curriculum, higher student and teacher expectations, accountabilities and assessments in a global context. There is a need for a school where teachers and administrators believe that students are capable of learning college preparatory material and where expectations are high for all students.

Various organizations and individuals have looked at the SABIS system and have provided feedback and/or assistance to the SABIS organization in trying to locate an appropriate site where a **SABIS INTERNATIONAL CHARTER SCHOOL** could make a significant impact on changing options, opportunities and lives of currently underserved children. This includes:

* CEO's for Fundamental Change in Education
* The Archdiocese of Boston
* The Pioneer Institute for Public Policy Research
* other local business people, educators, university and community contacts that prefer to remain unnamed for now

B. Why would THE SABIS INTERNATIONAL CHARTER SCHOOL help to effectively address this need ?

As a well established and recognized world leader in college education, Massachusetts should also take the lead in innovating and reforming primary and secondary education. A Sabis school could make significant and bold contributions to a successful endeavor. Sabis schools are locally managed and governed and can shape their policies, curriculum and teaching style within the Charter School guidelines freely to the local needs and adapt them whenever

necessary.

The SABIS system focuses on solid core subjects such as world languages, math and sciences in addition to a well balanced curriculum of liberal arts and physical education. High achievement in the core subjects is essential for on-going education after high school graduation.

The SABIS teaching methods have been developed in five different countries over a period exceeding hundred years and under very challenging political and social circumstances teaching children from many different national, religious, racial and social strata. This brings a great strength for dealing with the numerous diversities found in many needy areas in Massachusetts.

Track Record in achieving Educational Excellence

The schools that belong to the Sabis Group have consistently succeeded in qualifying almost all of their students to join and graduate from universities of many countries, including MIT, Harvard, Princeton, Stanford, Imperial College, Oxford, Cambridge, McGill, etc.

Experience in Multicultural Environment

Experience in widely different cultures and environments throughout three continents as well as experience in a multicultural environment in one school. For example, there are 70 different nationalities in one of the SABIS schools.

The SABIS system is based on a challenging, well balanced yet focused curriculum and a strict student, class, teacher and school accountability system, the computerized Academic Monitoring System (AMS), which carefully and regularly tracks and monitors student, class, teacher and overall school performance.

There is ongoing development of teachers and curricula continuously improving the effectiveness of the system and the school for the students.

The SABIS System has a global orientation in two ways:

1) World language instruction by native teachers starting in Kindergarten or earlier so that students become truly bilingual and bicultural by graduation.

2) Achievement of highest academic standards measuring up to the best countries and schools in the world as measured by external tests such as the International Baccalaureate, the United States' Advanced Placement tests, the United Kingdom's GCE, the German Arbitur.

THE SABIS INTERNATIONAL CHARTER SCHOOL will not only complement

existing public schools but also challenge them to higher performance themselves. It fills a critical gap as a top-notch college preparatory school.

Site-specific comments

Communities under review and discussion include:

Boston inner-city (East, South, Dorcester, etc.), Brighton, Brockton, Cambridge, Haverhill, Lawrence, Lowell, Lynn, New Bedford, Newton, Peabody, Quincy, Randolph, Springfield, Somerville, Waltham, Weymouth, Worcester, etc.

None of the discussions and/or negotiations have come along far enough to disclose conclusive analyses, statements, and commitments. In particular, specific contacts need to be established with local community groups, district personnel and parent representatives to establish the viability of a particular location and to develop relationships. However, discussions about specific school facilities have taken place and will likely continue with the Archdiocese of Boston.

4.) SCHOOL DEMOGRAPHICS

A & B. Describe the area where the school will be located. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

A specific facility has not been secured. As described under 3.) above we are working with various groups to locate a building suitable for efficient school operations and a well balanced learning and child development program. Various areas also listed under 3.) are under consideration for the best match between local need and our diversity focused, highly academic college preparatory program. More specific analyses will be prepared and submitted once a particular area and facility have been narrowed down. School District Profile sheets obtained for the named districts, from the Executive Office of Education, all indicate that student diversity, current dropout rates and average performance levels represent the type of scenario where **THE SABIS INTERNATIONAL CHARTER SCHOOL** could be of great service to the students and community needs.

C. Describe any unique characteristics of the student population to be served.

Students with normal or slightly below average through gifted intelligence will be successful in the demanding SABIS college preparatory programs if they are willing to accept our

discipline and are eager to learn. Students must adopt a work ethic developed in class, at home and through student life. The greatest reward we can receive is from leading a currently underserved child to high levels of personal development and college preparatory academic performances. Special needs of a more unusual nature cannot be served with the resources of a single school with limited numbers of students and the usual district funding.

D. What is the school's anticipated enrollment?

If permitted under MA Charter School Law, the school at its maturity would enroll 1,200 students in grades kindergarten through 12. For the first year (1994 or 1995), the school plans to start with grades Kg through 8 with 2 sections of most grade levels (approximately 325 students); then add grades 9 through 12 the second year of operation.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

See "D" above. Students will be grouped in the following way:

Kg	3 sections of 20
1	3 sections of 20
2	3 sections of 22
3	3 sections of 24
4-8	3 sections of 30 at each grade level
9-12	100 students each grade level

5.) RECRUITING AND MARKETING PLAN

A & B. Demonstrate how you will publicize the school to attract a sufficient pool of applicants. Specifically, what type of outreach will be made to potential students and their families?

A variety of methods will be used to publicize the school and attract applicants, both students and teachers. We have successfully attracted a diverse student body and teaching staff (no small feat in a state where the minority population is less than eight per cent) here in Minnesota by advertising in major, minority, and neighborhood newspapers and on selected cable TV channels and radio stations; by visiting United Way youth-serving agencies and religious churches, mosques, temples, etc.; by speaking before community and civic organizations; by sending press releases to local papers; and by hosting open house evenings and other special events at our school. Local businesses, realtors, pediatricians and public health centers , day care centers, youth sports organizations, and schools are also good referral sources. After the first few years, the majority of applicants come from referrals from current (satisfied) parents. It is obvious that the press will take a major interest in the new

Charter schools and general publicity will occur as a result. This will heighten awareness of parents seeking a different type of education for their children. Our efforts will be timed to take advantage of this publicity.

Examples of ads and open house cards are enclosed under Index Tab A)

Open Houses offer a unique opportunity for parents and their children to learn about **The SABIS International Charter School**. We have found that parents want to talk to teachers, ask questions, review textbooks and other teaching materials, hear about the curriculum and extra-curricular activities, and, in general, become familiar and comfortable with what they learn about us. Parents weigh very carefully decisions involving their children. We believe that it is in the school's and the parents' best interest to share enough information about each other so that a good match is made. Other events may be held at the school once neighborhood needs are known. (see open house invitation under Index Tab B)

6.) ADMISSIONS POLICY

A & B. Describe the admission methods and standards you will use to select students. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The **Sabis International Charter School** will be a college preparatory school, but we do not see it as being highly selective in admitting students to the school. The purpose of the admissions process is to enable The School, applicants, and parents to learn as much as possible about each other in order to determine the suitability of The School's environment for each applicant. It is a process of gathering and giving information. In order to maximize the chances that a good match is made between incoming students and The **SABIS International Charter School**, it is important that families complete the following steps:

* attend an open house to learn about school philosophy, curriculum, and expectations for students and parents
* complete an application (copy attached under Index Tab C)
* send prior school records and two recommendations to the school
* complete admissions testing (grade level will determine which tests will be given to student)

Successful students at **The SABIS International Charter School** will be eager to learn and have an IQ in the range of slightly below average to gifted. We believe that all our students can learn what we teach. At the kindergarten and lower primary we administer the Gesell, a test indicating developmental readiness, and our own tests indicating achievement levels in math and reading. In the upper primary, we use the Otis-Lennon, a group ability test, and the

ERBs (Educational Records Bureau) in reading comprehension and math computation. At the high school level, we also administer our own tests for math placement. Remedial classes may be needed for some students.

Students from a wide variety of backgrounds will be able to successfully complete our tests. We currently enroll students from families who have recently immigrated to the US and may or may not speak English, from all minorities (Asian, African-American, Hispanic), and from different economic backgrounds (AFDC to upper middle class.) In our upper school in Minnesota, where our scholarship program is in effect and thus ability to pay is not a factor, sixteen percent of our students are African-American, eleven percent are Asian, twenty-five percent have parents born outside of the US (or they themselves were), and 48 percent are white. Again, this is in a state where the minority population is under eight percent.

Students will be selected for admission to **The SABIS International Charter School** on the basis of information gathered during the admissions process. Student attitude towards learning is an important factor. We expect seriousness of purpose from our students. Criteria for evaluation include motivation, social and emotional development, interests and talents, the candidate's ability to add diversity to the student body, and the ability of The School to meet the needs of the candidate.

The School strives to help students develop a lifelong enthusiasm for learning, an eagerness to attain excellence, and an attitude that welcomes diversity and transcends any barriers of gender, nationality, race, or religion. The School actively seeks diversity in its student body.

7.) PROFILE OF FOUNDING COALITION

A. Describe the make-up of the group or partnership that is working together to apply for charter.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The origin of the founding group is the SABIS International School organization which has a domestic school model in **THE INTERNATIONAL SCHOOL OF MINNESOTA.** It belongs to a group of 10 schools in 5 countries that had its start in 1886 in Beirut, Lebanon. The successful teaching method is known throughout the Middle East as one of the finest college preparatory programs. This educational system was developed and refined over the past 100 years and is described in great detail throughout this application. (See Index Tab L)

The organization is owned and operated by second and third generation members of the founders. Here are the key members currently forming the founding coalition for the

proposed **SABIS INTERNATIONAL CHARTER SCHOOL** in Massachusetts :

Mrs. **Leila Charles Saad,** Chairperson and Co-Founder of the SABIS FOUNDATION. Mrs. Saad holds a B.A. with a major in English Literature and a minor in Education from the American University of Beirut, Lebanon; she joined The International Schools of Choueifat in 1954; became Vice Principal in 1961 and President in 1981. She also served for over 12 years as Chair of the Board of Trustees, University College, Beirut, Lebanon. Mrs. Saad is the daughter-in-law of the founder, is a French citizen but lives in Bath, England, when she is not traveling to the other schools.

Mr. **Ralph Bistany,** M.S. in Physics, American University of Beirut, Lebanon. Mr. Bistany was born in Methuen, MA, but grew up and was educated in Beirut. He joined The Choueifat Schools in 1955 as a teacher of mathematics, became Assistant Director in 1957 and Director General in 1961. Mr. Bistany is also a French citizen but travels between the various schools during most of the time. He considers French his most "comfortable" language of the four in which he is fluent.

Mr. **Carl Bistany,** M.A. in Math, M.A. in Computer Science, Syracuse University, Syracuse, New York. CEO of Emirates Computer Co., Abu Dhabi, UAE; Board Member and Vice President of the Sabis Foundation, which holds ownership positions in most of the ten International Schools. Mr. Bistany is also a member of the Board of the Institute for Social and Economic Policy in the Middle East at the JFK School of Government, Harvard University in Cambridge, MA.

Mrs. **Tracy S. Whitehead,** Director of Operations and Community Affairs since the beginning of **THE INTERNATIONAL SCHOOL OF MINNESOTA** in 1985. In 1982 Mrs. Whitehead was a candidate for the State Senate. She is a former and current President of several community, political and business organizations including the exclusive and prestigious Minnesota Women's Economic Roundtable which she currently chairs.

Mrs. **Nadia Reda,** B.A. Cairo University, M.A. in Linguistics and A.B.D. in English from the University of Minnesota. She also taught at both institutions before she started teaching in Public Schools, Intermediate District 916, White Bear Lake, MN. In 1985 Mrs. Reda started working for **THE INTERNATIONAL SCHOOL OF MINNESOTA** as Assistant to the Director of Operations, moved to Director of Admissions, and then to Assistant Head of School in 1990 and was promoted to Head of School in 1992.

Mr. **Udo E. Schulz,** MBA, CPA, a Minneapolis businessman and parent of a student at **THE INTERNATIONAL SCHOOL OF MINNESOTA.** Mr. Schulz is handling an international expansion project for **THE INTERNATIONAL SCHOOL OF MINNESOTA.** For over 25 years Mr. Schulz worked in various management positions of several international companies in Germany and in the U.S. including 12 years as President of two medium-size firms in Minnesota.

C. Include any plans for further recruitment of founders or organizers of the school.

The School is quite interested in enlisting any or all of the following groups:

*co-owners, investors
*sponsors, advisors
*minority role-models for students
*founders of other charter schools that would contract **with THE SABIS INTERNATIONAL ORGANIZATION** for running and managing their Charter School

8.) TIMETABLE

A. Discuss a timetable of events leading to the opening of a charter school.

Events leading to the opening of a **SABIS International Charter School**:

1. March - July 1994
   *find suitable facilities, negotiate purchase or lease
   *procure all occupancy permits (fire, health, building, etc.)
   *remodel as necessary

2. May-August 1994
   *order furniture, equipment
   *order textbooks, supplies

3. March-August 1994
   *hire school director, faculty, support staff
   *begin training program in **SABIS** methods and systems
   *send director and lead teachers to Minnesota school for intensive inservice

4. March and on-going
   *hire public relations/community outreach person
   *modify existing PR materials for Massachusetts
   *develop and implement student recruitment plan
   *begin admissions process
   *modify existing student and parent handbooks (see Index Tab D)
   *modify faculty policy and procedure handbook (see Index Tab E)
   *adapt existing book list (see Index Tab F) and curriculum (see Index Tab G)

166 Decimals: Hundredths: Fractions of 100 (e.g. 0.26)

Imagine a line is made of 10 '-'.

Colour 34/100 of the line red. This part of the line is also written as 0.34

12/100 is the same as 0.___

57/100 is the same as ____

71/100 is the same as ____

_____ is the same as 0.63

_____ is the same as 0.87

167 Decimals: Whole numbers & hundredths (e.g. 3.46)

$\frac{26}{100}$ means 0._____

$3\ \frac{62}{100}$ means $3 + \frac{62}{100} =$

0.4 means: _____

6.4 means: _____

168 Comparing decimals using =, < and >

Write < (less than), > (more than) or =, in each [_]

2.9 [_] 2.1 3.75 [_] 35.5 87.62 [_] 87.58

0.9 [_] 0.90 0.08 [_] 0.7 1.05 [_] 1.2

502 Misty Dr.
Apt. #1
Lancaster, Pa., 17603
1 December 1984

Mr. Ralph Bistany
AMFAC Hotel
Rooms 1904-1905
30 S. Seventh St.
Minneapolis, Minn. 55810 (?)

Dear Ralph and Lelia:

Just a transmittal note at this time. I want to get this material off to you immediately. Hope it will be helpful.

Best of luck in your latest endeavor. Please keep in touch.

Sincerely,

George

ARJAH
O. Box : 2077
A. E.
: 582211
: 68050/School EM

الشـــارقـــة
مدرسة الشويفات الدولية
SHARJAH
INTERNATIONAL SCHOOL OF HOUEIFAT

الشـــهباء الشـــارقة
ص.ب : ٢٠٧٧
دولة الامارات العربية المتحدة
تليفون : ٥٨٢٢١١
تلكس : ٦٨٠٥٠/سكول ام

00131/38

FAX TRANSMITTAL FORM

To : Choueifat Schools. ISC Fax: 582865

From: D Miles

Date: 19-3-89.

No. Pages: 2 (including this one)

Message:

Real Achievement !!

Saleh Aqqad. G. 13S. I.B Dipl. cand.
Going to Imperial College to read Physics,
achieved 800, 800, 800 in ACH. tests.
N B Saleh is 2nd in class. No 1 did not take the test.

Previous bests

			Phys.	Chem	Maths II	Eng
1982	Ali	Huwaidi	800	800	790	
1983	Ahmad	Tabari (G 12)		800	800	630
1986	Walid	Azzam	780	790	800	

Dorothy Miles

Abu Dhabi, 31st August 1985.

Dear Sir,

With reference to our earlier discussions regarding the quality of secondary schools in general and the International School of Choueifat in Abu Dhabi in particular, I would like to explain my opinion as follows.

My daughter has been one of your pupils from september 1981 till april 1983. Before we made a decision to which school we were going to send her, we asked information from several people and we decided to try yours.

The first couple of months it was very difficult for her, mainly because of lack of English.

After a while she got used to the language and to the school-system and she started enjoying it.

Before she joined Choueifat she went to the primary school in Holland which gives never homework and you attend lessons only for 28 hours a week. So you can imagine that the increase in working hours was very hard for her.

The time she spent at your school was very tough and she had to work real hard, but she always enjoyed it. And not to forget, she learned a lot.

In April 1983 we went back to Holland and she started on the secondary school there. It does not make much difference which one you choose, because you will not find one like Choueifat. The democracy from the pupils is very advanced. The teachers are superior in name inthe classroom, but children do as they like. Because it is very difficult as schoolmanagement to remove children from your school (they will end up in court) teachers get so frustated that there is a very high sick percentage. During a couple of weeks I checked the not given lessonhours from my daughter: an average of 1 hour every day, for many different reasons.

Having experienced the difference between Choueifat and schools in Holland, we are very happy to be back in Abu Dhabi, so she can join your school again, because all of us believe in your system.

Keep up the good work.

Yours

April 14, 1992

Mrs. Nadia Reda
Headmistress
International School of Minnesota
Eden Prairie, MN 55344

Dear Nadia,

I can hardly believe that we are already nearing the end of the 1991-92 school year. With all good intentions, I have somehow managed to let the year slip by without keeping in touch. It has been an especially busy year for all of us. Since we were in the Twin Cities last year so unexpectedly, there were many things here in Dhahran that we had left undone and unattended - we have paid the price this year, trying to get back on track. I am beginning to feel now that we are caught up (just in time to go away again for the summer!).

I had meant to keep in touch with all of you at ISM, since you were so important in our lives last year, and filled such a void with a school that was at once familiar and excellent. Both Dina and Sami had such a good experience with you. We often talk of what it was like for them to be in school in the States. Their teachers and friends were all wonderful. Sami sends regards to Mrs. Herbranson, to Ms. Hugo, to all his other teachers and friends. Of course you have all recently seen Dina, who told me she visited when she was in MSP over spring break. She is really happy at Wellesley, has registered for her first two M.I.T. courses this semester (it seems most of the architecture courses are at M.I.T.), and has nothing but warm memories of being at ISM and one of it's first graduates. She plans to come to Dhahran in mid-May, when finals are over, then we all hope to be in the Twin Cities in July and August. We'll plan to see you then.

To the Class of 1992 - best wishes - may your futures be bright. I'm wondering where they will choose to be next year... can't wait for all the news. I really wish we could be there for the second graduation ceremony! We'll be with you in spirit.

Hello to all.

Linda Amin

Linda Amin

Edina Pediatrics

3250 West 66th Street Suite 210 • Edina, Minnesota 55435

927-PEDS (7337)

January 24,1990

Dr. Dale Koch
6385 Beach Road
Eden Praire, Minn.
55344

Dear Dr. Koch,

The International School of Minnesota and its staff have exceeded my expectations in educating my children. I am extremely pleased with the academic curriculum and the close monitoring of each childs progress and areas of strengths and weaknesses. The follow through on results of observation and testing has been thorough. All of the teachers and staff that Kori and Kelsey have been in contact with have been sensitive, challanging and cooperative. The transition from Montesorri to The International School for both of my girls was difficult and yet a positive experience because of the caring nature of the school. I appreciate the consistency of concern and sensitivity to the needs of my children.

I have been most impressed with Sue Hugo and her ability to recognize and meet the individual needs of students. Kori has had an especially positive and growth producing relationship with Miss Hugo. We look forward to continuing this relationship next year in fifth grade in the consistant on-going math program with math instruction by Miss Hugo. We also appreciate the consistency in English and Spanish.

As a Pediatric Practitioner in Edina, I come in contact with 20-30 families daily and am frequently asked for educational recommendations. I am most pleased to tell them that I entrust my childrens education to I.S.M. because of the small class sizes, the academic accountability, the caring nature of the school, the second language, and the great staff.

Our family looks forward to an ongoing educational partnership with The International School of Minnesota. Thank You.

Sincerely;

Marilou Pederson

vj/mp

Patricia,
Another letter of
praise & recommendation
Debra

FEB. 20 1990

Dear Dr Koch,

Following our week-long visit to Vancouver, Louisa began to have some doubts about remaining behind in Minneapolis on her own for three months. Although the desire to stay on at school & complete the year is extremely strong, the emotional needs & concerns have surfaced, making the decision more complicated.

For the last few weeks she has been vascillating between "staying" & "going" and has given both possibilities a lot of thought. However, she has now concluded that although her mind tells her to stay, her heart feels she should go with us. Consequently, Louisa's last day at school will be March 8 since we depart for Vancouver on March 9.

A few chosen words cannot really express the pleasure & pride we have felt that Louisa was able to attend the I.M.S this year. It has proven to be a most beneficial year for Louisa, both academically & socially. You have

Mrs. Barientos:

As you celebrate your 100th day with the International School of Minnesota, I wanted to take this opportunity to share a very special "THANK YOU" for all in such a wonderful addition to Kristina's life. As an educator myself, I notice and very much appreciate all of the little "extra things" each and everyone of you has given to Kristina on a daily basis. I also understand that you are able to do so not only with just her, but with each of the youngsters with which you work! Such an outstanding commitment and follow-through deserves special recognition.

As you have probably noticed, I expect the best- I think our American youngsters face challenges in their future that only the most dedicated educators in their daily learning experiences will be able to help them prepare for. The competition they will face, and the problems our bright young Americans WILL HAVE TO try to solve in cooperation with their other "friends from abroad" can only hope to be successfully tackled with the skills; affective, as well as mental, which you are now little-by-little, instilling in your "charges". From what I have seen not only in the skills and attitudes Kristina has demonstrated, but also in the various programs, fieldtrips, and verbal/written communications my husband and I have had with you four, there is no doubt in our minds, that you "are doing your job" most excellently. You ACCEPT and try to synergize comments, constructive criticism in a positive way. Most importantly, none of you has ever become defensive regarding comments or suggestions. You thereby have left open channels with which you may continue to improve. -- just one more evidence of your ability to accept the opinions and/or expertise of others. Such an openness and flexibility on the part of educators is noteworthy and most commendable! Not all teachers in our field have the strength of character nor strong background to allow such open parent-teacher communication.

I cannot speak highly enough of you four, and since this week "marks a celebration of sort", my husband and I simply wanted to share our feelings with you. Please continue the good work, and if we as parents can help in any way to facilitate your good work, please do not hesitate to contact us.

Most sincerely,

Julie Archer-Kath

February 28, 1986

We first learned of the International School, last August, 1985, from an article in a local newspaper. Several stated objectives caught our attention, which prompted a visit. We were sufficiently impressed by the school's background and those we met, that we decided to enroll our nine year old daughter, Rachel, in the fourth grade.

What were the concepts that seemed so appealing? Certainly, one was that education must be viewed as educating the whole child. The program must be academically sound, and the child should be comfortable in the learning environment. The student should be taught to recognize their feelings, express them, and then deal with them positively. With this accomplished, children can progress academically. Right critical thinking is a prime goal of the school. Another is to appreciate and accept those who are different from ourselves, and thus learn more about who we are. This goal is greatly enhanced by the language program at the school and the diverse backgrounds of the student body and faculty.

The philosophy of constantly testing for learned academic skills, has proved beneficial for Rachel. All learning comes in steps, and regular testing gives the child confidence in their academic proficiency, thereby allowing them to proceed to the next and more difficult step. Through constant testing the child and teacher are aware of their progress on a timely basis, which becomes an important motivating factor for the teacher as well as the child.

In many schools, classroom discipline is ineffective and impedes the learning process. A fresh approach to this problem is part of the school's philosophy of removing a disruptive child from the classroom. This accomplishes several things. Valuable learning time is not wasted, and negative feelings toward the teacher are reduced. Also, it allows the disruptive child to express the feelings which are causing the behavior in a private, non-humiliating atmosphere, with a professional that is qualified to help the student.

The end of Rachel's first year at The International School is rapidly approaching. Simply stated, our daughter is "happy" at school, and that is one of the best indicators of all. She has mastered some difficult academic concepts, improved her study habits, and developed a more positive attitude, which allows her to see and feel proud of her achievements. We want these skills to continue to blossom and grow, right along with the International School! The excellent school staff has provided the expertise and encouragement that has nurtured Rachel's growth.

We have three children, ages 5, 10, and 15, and are involved in high school, elementary, and nursery school activities. In May of this year, our 4th child will arrive and add a new dimension to our family. The philosophies of the International School reinforce what we, as parents, are trying to teach as a family: Namely, that learning is fun and we as individuals are part of a life-long process of growth, which includes the acceptance of self and the realization that we live in an International world of diverse peoples.

International Crops Research Institute for the Semi-Arid Tropics

(ICRISAT)

Institut International de Recherches sur les Cultures des Zones Tropicales Semi - Arides

lations Unies/ICRISAT
.P. 1165 Ouagadougou
rkina (via Paris)
frique de l'Ouest

Tél: 359-95 Nations Unies
342-74 Station expérimentale kamboinsé
Télex 5251 UV or (ou) 5381 UV
Cable: UNDEVEPRO,OUAGADOUGOU

March 4, 1986

Tracy S. Whitehead
The International School of Minnesota
444 West Country Road D.
New Brighton,
Minnesota 55112
USA

Dear Ms. Whitehead,

Thank you so much for the magazine advertisement including a picture of Amina. We were all thrilled. And Amina especially thanks all her classmates for having sent letters of greeting. She was ecstatic!

But we especially thank you for the excellent, though too short, educational experience my daughters received with the International School. They've never been so keen about their schooling, and the results were evident.

With best regards.

Sincerely,

Peter J. Matlon

PJM/do

Head Quarters: ICRISAT Centre, Patancheru P.O., Andhra Pradesh 502 324, India Telex: 0152 - 203
(Siége social)
Telephones: 77628/73537/72091 Cable: CRISAT, HYDERABAD, INDIA

EDUCATIONAL LIAISON

UNIVERSITY COLLEGE LONDON Gower Street London WC1E 6BT

Tel: 071-380 7765 (Direct Line)
071-387 7050 Ext 3087

Fax: UK 071-380 7380
International +44 71 380 7380

The Principal
International School of Choueifat
Abu Dhabi
UNITED ARAB EMIRATES

27 October 1993

Dear Principal

I have great pleasure in informing you that **Mr A M G Suliman** who was a former pupil at your College, has been the recipient of a University College London undergraduate Pathfinder Scholarship for the academic year 1993/94. Mr Suliman is a first year undergraduate studying for a degree in Civil and Environmental Engineering.

I hope this information is of interest to you. If there is any way in which I can be of assistance to your current pupils who may be thinking of applying to UCL, please do not hesitate to contact me.

In the meantime, I would like to draw your attention to the aforementioned scholarship and UCL's Open scholarships. I have sent posters advertising these scholarships under separate cover.

Yours faithfully

Peter Craggs

Peter Craggs
Director, Educational Liaison

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS 02139

OFFICE OF THE REGISTRAR

21 December 1987

To Whom It May Concern:

Re: Completion of Degree Requirements by Ms. Melvina H. Tarazi

While degrees must be officially voted by the MIT Faculty and MIT Corporation (which does not happen for several months), to the best of my knowledge after reviewing her record and discussing the matter with the academic department that will be recommending the degree, Melvina Tarazi has completed all of the requirements for the Bachelor of Science degree at MIT in Computer Science and Engineering, and will receive the degree in February, 1988. I might add that Melvina has compiled an extraordinary record of achievement in her academic work at MIT.

Sincerely,

Dr. David S. Wiley
Registrar

Grade sheet coming.

Baccalauréat International | Baccalaureate Office | Bachillerato Internacional

University of Bath, Claverton Down, Bath BA2 7AY
Telephone: 0225 62501 Cables: INTERBAC Telex: 449097

May 1985 examination session
137-007

August 1985

Dear Mr Halaby

You will by now have received the results of the International Baccalaureate examinations which you sat last May.

I am writing to congratulate you on the high quality of your performance in the Mathematics Higher Level examination, and to wish you every success in your future career.

Yours sincerely

Mr M J Rawlinson
Chief Examiner for Mathematics

TUFTS UNIVERSITY

Department of Mathematics

RECOMMENDATION FOR ALI HAMMOUD

While still a high school student, Ali Hammoud took Math 11, our introductory calculus course at Tufts, in summer school in 1984. His performance, in the rather tough version of that course as I taught it, was very impressive. On exams, with a class median ranging from 40 to 79 points, Hammoud's scores ranged from 74 to 99. He showed a quick grasp of the subject, and was a careful, persistent and incisive worker on homework problems. He was highly motivated, asking me often about difficult problems which had not been assigned. Beyond his performance as a student, I found him a polite and very pleasant young man. I would recommend him very highly to any undergraduate institution.

Sincerely,

Zbigniew Nitecki
Professor

ZN/at

Medford, Massachusetts 02155
617 628-5000

Dartmouth College HANOVER • NEW HAMPSHIRE • 03755

Citation Reports

FOR

Amit Malhotra '90

Prepared at: International School of Choueifat Sharjah, U.A.E.

Enrolled at Dartmouth: September, 1986

Members of the faculty are invited to submit ***Citation Reports*** when a student's work is sufficiently distinguished to merit special recognition. Such Citations are rare, and relatively few are submitted each term. Some instructors believe that a grade of "A" speaks for itself and do not make a practice of submitting Citations.

CHEMISTRY 7: "A highly motivated and curiosity-driven student who made one of the two best records in this honors course and the top grade in laboratory."

1987 Winter Term

Walter H. Stockmayer
Albert W. Smith Professor of
Chemistry Emeritus

Worcester Polytechnic Institute, Mass. USA.

November 1, 1985

George Ghantous
Box 2562

Dear George,

The first quarter of the academic year is completed. When I look at the "bottom line" of your academic record, I am pleased to say congratulations for your outstanding work which by usual academic evaluation was in the high honors category.

Best wishes for continued success throughout the remainder of the academic year.

Sincerely yours,

Donald N. Zwiep

Donald N. Zwiep
Head of the Department
Mechanical Engineering

DNZ:ama

cc: Mr. and Mrs. Ghantous

COPY

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS 02139

28 December 1984

Ahmad H. Tabari
Burton House, 533C

Dear Ahmad Tabari:

I am writing on behalf of the Department of Electrical Engineering to congratulate you for your outstanding work in 6.002. Your performance throughout the term places you in the top 10 in a class of 335 students. Considering the number ov very bright students at MIT, this is indeed an excellent achievement. The 6.002 staff joins me in wishing you continued success.

Yours very truly,

Campbell L. Searle
Professor of Electrical Engineering

CLS/s

Phi Beta Kappa

Founded December 5, 1776

This Writing Certifies That

Ahmad Hisham Tahari

Was made a member of ΦBK by action of the

Xi of Massachusetts at the Massachusetts Institute of Technology

May 4, 1987

in recognition of high attainments in liberal scholarship

In Witness Whereof, the President and the Secretary of the Chapter have hereunto affixed their signatures

ΦBK

Φιλοσοφία Βίου Κυβερνήτης

Richard M. Douglas
President

Secretary

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Mechanical Engineering
Exhibition Road, London SW7 2BX
Telephone: 01-589 5111 Telex: 261503 Telegrams: IMPCOL London SW7

LEC/EMB/1

23 July 1986

The Headmaster
School of Choueifat
PO Box 7212
Abu
Dhabi
United Arab Emirates

Dear Sir

Al-Abed Bassem

I am sure you will be pleased to know that your above ex-student has just graduated with an Upper Second Class Honours BSc(Eng) degree. He proved to be a most able and pleasant young man throughout his time with us and fully deserved the above result.

Needless to say, if you have any other young persons of this calibre showing an interest in Mechanical Engineering, we should be delighted to hear from them.

Yours faithfully

Dr L E Culver
Senior Tutor

JOHN W HUNT, DEAN
COLLEGE OF ARTS AND SCIENCE
MAGINNES HALL #8

PHONE (215) 861-3

7 March 1986

Principal
International School of Choueifat
P.O. Box 2077
Sharjah
UNITED ARAB EMIRATES

Dear Sir:

Every term a list of students who have achieved the special distinction of a 3.0 grade point average is published at Lehigh. It is a list I am particularly interested in since it is known as the Dean's List and it often contains those students who are going to be Lehigh's success stories in the future.

Among this fall term's list in the College of Arts and Science was Dilip Manganlal who recently graduated from the International School of Choueifat. We are now especially proud of him as I am sure you were a few months ago, and I thought it a good time to let you know that he has made a successful start in his undergraduate career.

Yours sincerely,

JWH/m

California Institute of Technology

upon recommendation of its Faculty has conferred on

Aditya Srinivasan

the degree of

Bachelor of Science with Honor

together with all the rights and privileges thereunto appertaining, in recognition of the satisfactory completion of a prescribed course of study

In witness whereof, the seal of the Institute and the signatures of its Officers are hereunto affixed at the City of Pasadena, in the State of California, this tenth day of June, nineteen hundred eighty-three

M. L. Goldberger
President

R. Stanton Avery
Chairman, Board of Trustees

THE JOHNS HOPKINS UNIVERSITY
G W C WHITING SCHOOL OF ENGINEERING
BALTIMORE, MARYLAND 21218

Alan F. Kurr
Associate Dean for Academic Affairs

August 5, 1987

Mr. Mazen Mokhtar
100 West 39th Street, #20-D
Baltimore, MD 21210

Dear Mr. Mokhtar:

On behalf of Dean David VandeLinde, I wish to congratulate you for being named to the Dean's Lis the Spring 1987 term. All of us here in the Whiti School are indeed proud of your academic accomplis and we hope that you and your family are as well.

We know that you will endeavor to maintain yo standing record, and we look forward to again havi pleasure of recognizing your success.

Best wishes,

Allan F Kurr

AFK:cmj

P.S. Although you may have earned "Dean's List" st the past, we are now recognizing your achieve more formally.

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

Office of the Dean
Faculty of Engineering and Applied Sciences
410 Bonner Hall
Buffalo, New York 14260
(716) 636-2774

JULY 1987

Mr. Abdul O. Abbas
117 McDonald Hall
Main Street Campus

Dear Student:

The enclosed certificate acknowledges that you have attained the Dean's Honor List. The members of the Faculty of Engineering and Applied Sciences wish to congratulate you on the outstanding academic record you achieved this past semester. Your accomplishments are a credit to you, your family, and to the entire Faculty. We wish you continued success in the coming year.

Sincerely,

George C. Lee
Professor and Dean

GCL/get

Enclosure

UNITED MEDICAL AND DENTAL SCHOOLS
OF
GUY'S AND ST.THOMAS'S HOSPITALS
(UNIVERSITY OF LONDON)

DEAN
PROFESSOR T.J.H. CLARK, BSc, MD, FRCP.
SECRETARY
C.S. ARGLES

LONDON BRIDGE, SE1 9
TELEPHONE 01-407 7600 Ext. 3

3 February 1987

Dear Miss Biswas

I am writing to inform you that you have been awarded the Edgcumbe Prize for 1986, which is awarded to the candidate with the highest marks at the Part IA examination, jointly with Mr J S Gilbody, and to congratulate you on this result.

The Accounts Office will contact you when the cheque is ready for collection and a certificate will be available in due course.

Yours sincerely

Tim Clark.

Dean

Miss T Biswas
Medical Student
Boland House

UNIVERSITY OF LONDON

KANYA HISHAM TABARI

of

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

having completed an approved course of study in

INTERNATIONAL RELATIONS

as an Internal Student in the Faculty of ECONOMICS

and passed the prescribed examinations has this

day been admitted by the Senate to the degree of

MASTER OF SCIENCE

and Awarded a Mark of Distinction

16 SEPTEMBER 1987

Vice-Chancellor

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Aeronautics
Prince Consort Road, London SW7 2BY
Telephone: 01-589 5111 Ext. 4001 Telex: 261503

Professor G.A.O. Davies, *Head of Department*

17th July 1986

The Head
International School of Choueifat
P.O. Box 7212
Abu Dhabi
U.A.E.

Dear Head

I thought you might like to know that Antony Harper has just been awarded a Third Class Honours B.Sc.(Eng) in Aeronautics in my department.

I am sure that Antony has benefited from his earlier education and has done well to succeed in what is acknowledged to be a demanding course.

Yours faithfully

Glyn Davies

University of Edinburgh

Department of Electrical Engineering

The King's Buildings, Edinburgh, EH9 3JL 031-667 1081 Ext

Head of Department & Chair of Electrical Engineering J Mavor, FIEE (ext 3591) Telex 727442 (UNIVED G)
Fax 031-662 4358

JHD/JA

28 August 1987

Mr Asim Hayat
c/o Fatehmohd
PO Box No 3317
ABU DHABI
United Arab Emarits

Dear Asim,

I am writing to you to congratulate you on your June exam marks. You had grade A passes in electrical engineering 2 and maths 2 and a good grade B pass in industrial management 1. You have also been awarded a first class merit certificate in maths 2 and probably a merit certificate in electrical engineering 2 (I do not have the lists yet so I cannot confirm this).

This is a remarkable achievement following direct entry into second year and you are to be warmly congratulated.

We look forward to having you in our 3rd year in October. Keep up the good work.

Yours sincerely

Dr J H Dripps
Director of Studies/
Departmental Selector

Dartmouth College HANOVER • NEW HAMPSHIRE • 03755

Citation Reports

FOR

Amit Malhotra '90

Prepared at: International School of Choueifat Sharjah, U.A.E.

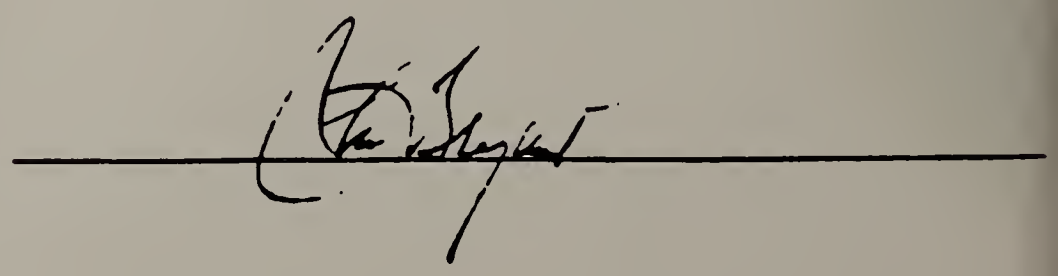
Enrolled at Dartmouth: September, 1986

Members of the faculty are invited to submit ***Citation Reports*** when a student's work is sufficiently distinguished to merit special recognition. Such Citations are rare, and relatively few are submitted each term. Some instructors believe that a grade of "A" speaks for itself and do not make a practice of submitting Citations.

CHEMISTRY 7: "A highly motivated and curiosity-driven student who made one of the two best records in this honors course and the top grade in laboratory."

1987 Winter Term

Walter H. Stockmayer
Albert W. Smith Professor of
Chemistry Emeritus



Worcester Polytechnic Institute, Mass. USA.

November 1, 1985

George Ghantous
Box 2562

Dear George,

The first quarter of the academic year is completed. When I look at the "bottom line" of your academic record, I am pleased to say congratulations for your outstanding work which by usual academic evaluation was in the high honors category.

Best wishes for continued success throughout the remainder of the academic year.

Sincerely yours,

Donald N. Zwiep
Head of the Department
Mechanical Engineering

DNZ:ama

cc: Mr. and Mrs. Ghantous

GEORGETOWN UNIVERSITY

Edmund A. Walsh School of Foreign Service
Office of the Dean

September 24, 1985

Ms. Ranya Tabari
Dean's List

Dear Ms. Tabari:

I would like to personally congratulate you on your impressi performance this past spring semester. Your scholastic achieveme is a source of great pride to the School of Foreign Service, and are enthusiastically anticipating your future studies at the School. As you pursue your education, continue to take full adva tage of the wealth of educational resources available through the School and the Washington community and let us know how we can assist you in fulfilling your individual scholastic goals.

On Thursday, October 3rd at 5:00 p.m., the Dean's Office wil host a reception for SFS Honors students. I hope you will be abl to join with me and others in the SFS community as we toast your past achievements and anticipate your future success.

Once again, warm congratulations. I am looking forward to seeing you on the 3rd.

Sincerely,

Peter F. Krogh
Dean

PFK:la

Washington, D.C. 20057
202 625-4218

March 17, 1986

GEORGETOWN UNIVERSITY

Edmund A. Walsh School of Foreign Service

Office of the Dean

Dear Mr. Takasi:

Because of the excellence of your academic record, I am pleased to inform you that you are among those eligible for selection as the student speaker at the annual Tropaia Exercises to be held on Saturday, May 24, 1986, in Gaston Hall at 7:30 PM.

The Committee on Graduation decided last year that all seniors with a cumulative grade point average of 3.65 or higher as of January, 1986 would be eligible for the honor of selection as Tropaia student speaker. The Committee asks that ballots bearing the names of qualified and interested seniors be submitted to all members of the senior class who will elect the speaker.

I hope you will agree to submit your name for this honor. The student selected will have his or her speech reproduced by this office and distributed after its presentation to the guests.

Please indicate your decision below and return this signed notice to Mrs. Harrison in the Foreign Service Dean's Office no later than Friday, April 4.

Sincerely,

Peter F. Krogh
Dean

COLLEGE OF ENGINEERING
THE UNIVERSITY OF TEXAS AT AUSTIN

Office of the Dean · Austin, Texas 78712-1060

February 6, 1985

Krishan Nainani
W0188 Jester Center
Austin, TX 78784

Dear Mr. Nainani:

It is my pleasure to inform you that because of your good scholastic performance for the FALL 1984 semester, your name has been placed on the Honor Roll of the College of Engineering. This is an outstanding mark of accomplishment and distinction. I know you are justifiably proud of it; so are we.

We are pleased to honor you as an outstanding student in the College of Engineering, and we wish you continued success in your future academic endeavors and/or professional career.

Sincerely,

Charles A. Sorber
Associate Dean for
Academic Affairs

CAS:MF

GRADE 1

SILVER BURDETTE READING:
ALL THROUGH THE TOWN
--WORKBOOK
OUT CAME THE SUN
--WORKBOOK
MORNING BELLS
--WORKBOOK
MAKE A WISH
--WORKBOOK
A NEW DAY
--WORKBOOK

ADDISON, WESLEY:
MATH WORKBOOK (LEVEL 1)

DELTA EDUCATION SCIENCE:
MATERIAL OBJECTS
ORGANISMS

CHOUEIFAT SCIENCE:
SCIENCE WORKBOOK (GRADE 2)

HOUGHTON MIFFLIN SOCIAL STUDIES
I KNOW A PLACE

GRADE 2

SILVER BURDETT READING:
GARDEN GATES
--WORKBOOK
GOING PLACES
--WORKBOOK

HOUGHTON MIFFLIN:
ENGLISH (LEVEL 2)

ADDISON, WESLEY:
MATH WORKBOOK (LEVEL 2)

DELTA EDUCATION SCIENCE:
INTERACTIONS & SYSTEMS
LIFE CYCLES

CHOUEIFAT SCIENCE:
SCEINCE WORKBOOK (GRADE 3)

HOUGHTON MIFFLIN SOCIAL STUDIES:
PEOPLE I KNOW

GRADE 3

SILVER BURDETT READING:
CASTLES OF SAND
--WORKBOOK
ON THE HORIZON
--WORKBOOK

HOUGHTON MIFFLIN:
ENGLISH (LEVEL 3)

HOUGHTON MIFFLIN:
SPELLING (LEVEL 3)

D'NEALIAN:
HANDWRITING

ADDISON, WESLEY:
MATH (LEVEL 3)

DELTA EDUCATION SCIENCE:
SUSYSTEMS & VARIABLES
POPULATIONS

CHOUEIFAT SCIENCE:
SCIENCE WORKBOOK (GRADE 4)

HOUGHTON MIFFLIN SOCIAL STUDIES:
FROM SEA TO SHINING SEA

STUDENT ASSIGNMENT NOTEBOOK

GRADE 4

SILVER BURDETT READING:
SILVER SECRETS
--WORKBOOK

HOUGHTON MIFFLIN:
ENGLISH (LEVEL 4)

HOUGHTON MIFFLIN:
SPELLING (LEVEL 4)

ADDISON, WESLEY:
MATH (LEVEL 4)

DELTA EDUCATION SCIENCE;
RELATIVE POSITION & MOTION
ENVIRONMENTS

CHOUEIFAT SCIENCE:
SCIENCE WORKBOOK (GRADE 5)

HOUGHTON MIFFLIN SOCIAL STUDIES:
THIS IS MY COUNTRY

STUDENT ASSIGNMENT NOTEBOOK

GRADE 5

SILVER BURDETT READING:
DREAM CHASERS
--WORKBOOK

HOUGHTON MIFFLIN:
ENGLISH (LEVEL 5)

HOUGHTON MIFFLIN:
SPELLING (LEVEL 5)

ADDISON, WESLEY:
MATH (LEVEL 5)

DELTA EDUCATION SCIENCE:
ENERGY SOURCES
COMMUNITIES

CHOUEIFAT SCIENCE:
SCIENCE WORKBOOK (GRADE 6)

HOUGHTON MIFFLIN SOCIAL STUDIES;
AMERICA WILL BE

STUDENT ASSIGNMENT NOTEBOOK

GRADE 6

SILVER BURDETTE READING:
WIND BY THE SEA
--WORKBOOK

HOUGHTON MIFFLIN:
ENGLISH (LEVEL 6)

ADDISON, WESLEY:
MATH (LEVEL 6)

SILVER BURDETTE SCIENCE:
SCIENCE HORIZONS
--WORKBOOK

HOUGHTON MIFFLIN SOCIAL STUDIES
TO SEE A WORLD

GRADE 7

SADLIER-OXFORD:
VOCABULARY WORKSHOP (LEVEL B)

PRENTICE HALL:
ENGLISH (SILVER)

HOLT, RINEHART, WINSTON:
ENGLISH WRITING & SKILLS (LEVEL 1)

ADDISON, WESLEY;
LIFE SCIENCE

CHOUEIFAT SCIENCE:
SCIENCE NOTES (GRADE 8)

HOLT, RINEHART, WINSTON:
THE STORY OF AMERICA

GRADE 8

SADLIER-OXFORD:
VOCABULARY WORKSHOP (LEVEL C)

PRENTICE HALL:
ENGLISH (GOLD)

HOLT, RINEHART, WINSTON:
ENGLISH WRITING & SKILLS (LEVEL 2)

ADDISON, WESLEY:
EARTH SCIENCE

CHOUEIFAT SCIENCE:
SCIENCE NOTES (GRADE 9)

HOLT, RINEHART, WINSTON:
THE STORY OF AMERICA

GRADE 9

SADLIER-OXFORD:
VOCABULARY WORKSHOP (LEVEL D)

PRENTICE HALL:
ENGLISH (PLATINUM)

HOLT, RINEHART, WINSTON:
ENGLISH WRITING & SKILLS (LEVEL 3)

HOLT, RINEHART, WINSTON:
MODERN BIOLOGY

PRENTICE HALL:
WORLD GEOGRAPHY

GRADE 10

SADLIER-OXFORD:
VOCABULARY WORKSHOP (LEVEL E)

PRENTICE HALL:
ENGLISH (AMERICAN EXPERIENCE)

HARCOURT BRACE:
STEPS TO WRITING WELL

ADDISON, WESLEY:
SCIENCE INSIGHTS
-MAY USE PHYSICS BOOK
DEPENDING ON MATH LEVEL
(SEE GR.11)

HOUGHTON MIFFLIN:
A HISTORY OF THE WORLD

GRADE 11

SADLIER-OXFORD:
VOCABULARY WORKSHOP (LEVEL F)

PRENTICE HALL:
ENGLISH (ENGLISH TRADITIONS)

ADDISON, WESLEY;
PHYSICS
-MAY USE SCIENCE INSIGHTS
DEPENDING ON MATH LEVEL
(SEE GR.10)

MACMILLAN:
CHEMISTRY

SCOTT FORESMAN;
THE AMERICAN NATION

GRADE 12

PRENTICE HALL:
ENGLISH (ENGLISH TRADITIONS)

ADDISON, WESLEY:
PHYSICS

SCOTT FORESMAN:
THE AMERICAN NATION

MATH BOOK LIST

MATH LEVEL 1--
HOUGHTON MIFFLIN:
ALGEBRA 1

MATH LEVEL 2--
HOUGHTON MIFFLIN:
ALGEBRA 1
CHOUEIFAT MATH:
GEOMETRY
GEOMETRY QUESTIONS (GRADE 8)

TOTAL

MATH LEVEL 3--
HOUGHTON MIFFLIN:
ALGEBRA 1
CHOUEIFAT MATH:
GEOMETRY
GEOMETRY QUESTIONS (GRADE 9)

TOTAL

MATH LEVEL 4--
HOUGHTON MIFFLIN:
ALGEBRA 2
CHOUEIFAT MATH:
GEOMETRY
GOEMETRY QUESTIONS (GRADE 9)

TOTAL

MATH LEVEL 5 & 6--
ADDISON, WESLEY:
CALCULUS & ANALYTICAL GEOMETRY

SPANISH

GRADE 1

Beginner

- First 100 Words in Spanish
- Dictionary Level 1
- Sonrisas
- Sonrisas workbook

GRADE 2-3

Beginner

- First 100 Words in Spanish
- Dictionary Level 2
- Sonrisas
- Sonrisas workbook
- Amigos
- Amigos workbook

Intermediate

- First 100 Words in Spanish
- Dictionary Level 3
- Entre Amigos
- Hogares
- Hogares workbook

GRADE 4-5

Beginner

- First 100 Words in Spanish
- Dictionary Level 3
- Entre Amigos
- Fiestas

Intermediate

- First 100 Words in Spanish
- Dictionary Level 3
- Juegos
- Entre Amigos

UPPER SCHOOL LEVEL 1

- First 100 Words in Spanish
- Dictionary Level 4
- Asi Es

UPPER SCHOOL LEVEL 2

- La Edad Media
- Asi Es Gigantes

UPPER SCHOOL LEVEL 3

- Espanol en Espanol
- Espanol en Espanol workbook
- Brujas
- Los Animales Fabulosos
- Los Inventos

UPPER SCHOOL LEVEL 4

- Espanol en Espanol
- Espanol en Espanol workbook
- Larousse Diccionario Escolar
- Sorpresas

FRENCH

GRADE 1

Beginner

- First 100 Words in French
- Dictionary Level 1
- Daniel et Valerie

GRADE 2-3

Beginner

- First 100 Words in French
- Dictionary Level 2
- Daniel et Valerie

Intermediate

- First 100 Words in French
- Dictionary Level 3
- Une Journee d'Emilie
- Une perdriole

GRADE 4-5

Beginner

- First 100 Words in French
- Dictionary Level 3
- P'tit Manuel 1

Intermediate

- First 100 Words in French
- Dictionary Level 4
- P'tit Manuel 1
- Touronchon
- Mes Vacances

UPPER SCHOOL LEVEL 1

- First 100 Words in French
- Dictionary Level 4
- P'tit Manuel 1

UPPER SCHOOL LEVEL 2

- P'tit Manuel 2
- Corbelle-Cormille
- Moyen Age

UPPER SCHOOL LEVEL 3

- Les Detes Fabuleuses
- Dimitrile Frileux

UPPER SCHOOL LEVEL 4

- Cours Superieur
- P'tit Prince
- La Parure

UPPER SCHOOL LEVEL 5

- Carmen
- La Silence de la Mer
- Cours Superieur

ENGLISH

Essential concept list based on topics/grade levels tested. grade level introduced denoted by ( ).

I. GRAMMAR

A. Sentence characteristics.

1-6 (K)	1. Definition.
1-6 (K)	2. Word order in sentences.

B. Sentence types.

1-6 (K)	1. Declarative.
1-6 (K)	2. Interogative.
3-6 (2)	3. Exclamatory.
4-6 (3)	4. Imperative.

C. Sentence structure.

4-6 (K)	1. Simple sentences.
4-6 (2)	2. Compound sentences.

D. Parts of the sentence.

1-6 (1)	1. Complete subject.
4-6 (1)	2. Simple subject.
2-6 (2)	3. Compound subject.
6 (1)	4. Understood subject (you).
1-6 (1)	5. Complete predicate.
4-6 (1)	6. Simple predicate.
5-6 (3)	7. Compound predicate.
6 (2)	8. Inverted order of subject and predicate.
6 (1)	9. Predicate nouns.
6 (1)	10.Predicate adjectives.
5-6 (3)	11. Direct objects.
6 (4)	12. Prepositional phrases.

E. Nouns.

1-6 (1)	1. Definition.
1-6 (1)	2. Singular forms.
1-6 (1)	3. Plural forms.
3-6 (3)	4. Possesive forms.
1-6 (1)	5. Common and proper.
6 (4)	6. Appositives.

F. Pronouns.

1-6 (1)	1. Definition.
1-6 (1)	2. Personal.
4-6 (4)	3. Possesive.
6 (1)	4. Interrogative.
5-6 (2)	5. Antecedents.

G. Verbs.

1-6 (1)	1. Definition.
1-6 (1)	2. Action.
4-6 (1)	3. Main.
2-6 (2)	4. Helping/auxiliary.
6 (1)	5. Principal parts.
2-6 (1)	6. Regular.
2-6 (1)	7. Irregular.

Copyright © 1991
The International School of Minnesota, Inc.
All Rights Reserved

2-6	(1)	8. Forms of "be".
5-6	(1)	9. Linking.
1-6	(1)	10. Present tense.
1-6	(1)	11. Past tense.
5-6	(5)	12. Future tense.
6	(2)	13. Perfect tenses.
1-6	(1)	14. Contractions.
		H. Adjectives.
1-6	(1)	1. Definition.
6	(3)	2. Proper.
1-6	(1)	3. Forms of comparison.
6	(1)	4. Predicate adjectives.
3-6	(3)	5. Articles.
6	(3)	6. Prepositional phrases as adjectives.
		I. Adverbs.
4-6	(4)	1. Definition.
5-6	(5)	2. Forms of comparison.
4-6	(2)	3. Negatives.
6	(4)	4. Prepositional phrases as adverbs.
		J. Prepositions.
4-6	(4)	1. Definition.
5-6	(4)	2. In phrases.
6	(4)	3. Objects of prepositions.
6	(3)	4. Prepositional phrases as modifiers.
		K. Conjunctions; Interjections.
6	(4)	1. Definition.
4-6	(4)	2. Coordinating.
		II. <u>USAGE</u>
		A. Sentence usage.
2,5-6	(1)	1. Fragments.
3-6	(3)	2. Run-ons.
		B. Verb usage.
1-6	(1)	1. Subject-verb agreement: present tense.
4-6	(2)	2. Subject-verb agreement: helping verbs.
2,6	(2)	3. Subject-verb agreement: compound subjects.
1-6	(1)	4. Subject-verb agreement: forms of"be".
6	(2)	5. Subject-verb agreement: inverted order.
2-6	(1)	6. Irregular verbs.
5-6	(5)	7. Avoiding "could of", "should of".
6	(6)	8. Use of "borrow", "lend".
4-6	(4)	9. Use of "let", "leave".
6	(6)	10. Use of "lie", "lay".
6	(6)	11. Use of "rise", "raise".
4,6	(4)	12. Use of "sit", "set".
6	(6)	13. Use of "teach", "learn".
		C. Pronoun usage.
5-6	(2)	1. Agreement with antecedents.
6	(2)	2. Clear antecedents.
3-6	(2)	3. Using pronouns correctly with nouns. Avoiding unecessary pronouns, using <u>we/us</u>. Avoiding <u>them</u> as a demonstrative pronoun.
2-6	(2)	4. Naming self last.
5-6	(3)	5. In compound objects.
2,5-6	(2)	6. In compound subjects.

4-6 (3) 7. Pronouns vs. contractions.
6 (6) 8. Who, whom, whose.

D. Adjective/adverb usage.

4-6 (3) 1. Choosing between adjectives and adverbs.
1-6 (1) 2. Forms of comparison.
3-6 (3) 3. Choosing the correct article.
4-6 (3) 4. Avoiding double negatives.
5 (5) 5. Use of fewer, less.
5 (5) 6. Use of between, among.
6 (6) 7. Use of in, into.

E. Conjunction usage.

5-6 (4) 1. Choosing coordinating conjunctions and correlative conjunctions.

F. Frequently confused words.

3-6 (3) 1. Use of "are", "our".
3-6 (3) 2. Use of "than", "then".
3-6 (3) 3. Use of "their", "there", "they're".
3-6 (3) 4. Use of "to", "two", "too".

III. MECHANICS

A. Capitalization.

1-3 (1) 1. The pronoun "I".
1-6 (1) 2. First word of the sentence.
1-6 (1) 3. Proper nouns.
2-6 (1) 4. First word of greeting and closing in letter.
2-6 (2) 5. Titles of people.
2-6 (1) 6. Titles of books, poems, stories, reports, songs, articles, magazines, newspapers.
2-6 (2) 7. Abbreviations.
3-6 (2) 8. First word of a direct quotation.
4-6 (4) 9. First word of main topic and subtopic in outline.

B. Punctuation.

1-6 (1) 1. Period: after statement.
4-6 (4) 2. Period: after command or request.
2-6 (2) 3. Period: after abbreviation.
1-6 (1) 4. Question mark: after interrogative sentence.
3-6 (2) 5. Exclamation mark: after axclamatory sentence.
3-6 (1) 6. Comma: after greeting in a friendly letter.
3-6 (1) 7. Comma: after closing in a letter.
2-6 (2) 8. Comma: to seperate names of city and state.
2-4 (2) 9. Comma: to seperate day from year.
3-6 (3) 10. Comma: in a series.
4-6 (4) 11. Comma: in direct address.
4-6 (4) 12. Comma: in a compound sentence.
4-6 (4) 13. Comma: after introductory words.
6 (6) 14. Comma: appositives.
2-6 (2) 15. Apostrophe: in contractions.
3-6 (2) 16. Apostrophe: to show possession.
3-6 (2) 17. Quotation marks.
3-6 (3) 18. Quotation marks: with other punctuation.
6 (5) 19. Colon.
2,4-6 (2) 20. Underlining titles.

IV. COMPOSITION

All students in grades 1-6 are introduced to the following five steps in the writing process and are evaluated appropriately for their grade level.

A. Steps in writing.
   1. Prewriting.
      a. Brainstorming.
      b. Making lists.
      c. Discussing experiences.
      d. Choosing a topic.
      e. establishing purpose and audience.
      f. Observing.
      g. Taking notes.
      h. Outlining.
   2. Writing a first draft.
   3. Revising.
      a. Adding details.
      b. Making words more exact.
      c. Changing order of ideas.
      d. Adding dialogue.
      e. Writing new beginnings and endings.
      f. Varying sentence length and structure.
      g. Conferring.
   4. Proofreading.
      a. Checking spelling, mechanics, and grammar, and usage.
   5. Making a final copy.

B. Skills.

4-6 (4)
   1. Varying sentence length.

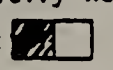
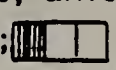
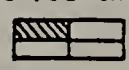
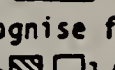
2-6 (2)
   2. Combining sentences/varying sentence structure.

maths dept.

Concepts of 1st Grade Mathematics

Example Number		Page No.
1.	Recognising numerical symbols 1-5	1
2.	Recognising sets 1-5	1
3.	Writing numerical symbols 1-5	1
4.	Writing the numbers 1-5 in order	2
5.	Recogonising numerical symbols 6-12	2
6.	Recogonising sets of 6-12	2
7.	Writing numerical symbols 6-12	2
8.	Counting 1-12 in sequence	3
9.	Writing 1-12 in order	3
10.	Writing missing numbers 1-12	3
11.	Writing the number that comes AFTER	3
12.	Understanding greater than	4
13.	Understanding less than	4
14.	Addition concept. Add items through to 5	4
15.	Recognising and understanding the 'addition' sign +	4
16.	Recognising and understanding the 'equal' sign =	5
17.	Understanding the meaning of the word 'add'	5
18.	Addition equations: motion picture	5
19.	Addition equations: static models	5
20.	Addition equation: drawing own models	5
21.	Addition: understanding zero in addition	6
22.	Addition: vertical notation	6
23.	Addition: write the problem	6
24.	Subtraction: difference through to 5 using counters (practical)	6
25.	Subtraction concept using motion pictures	6
26.	Terms: Know the meaning of the words "subtract" & "take away"	7
27.	Signs: Recognising the sign "-"	7
28.	Subtraction: cross out to subtract	7
29.	Subtraction: understanding zero in subtraction	7
30.	Subtraction: vertical notation	7
31.	Subtraction: vertical notation. Write the problems	8
32.	Addition: count on to add	8
33.	Subtraction: count back to subtract	8
34.	Place value: Ring the tens. Write the answer in tens and units	8
35.	Place value: Recognise and write tens and ones digits	9
36.	Place value: Understanding place value models	9
37.	Counting: Write the number that comes after	9
38.	Counting: Write the number that comes before	9
39.	Place value: read and write decades names and numbers	9

Copyright © 1991
The International School of Minnesota, Inc.
All Rights Reserved

Example Number		Page No.
40.	Place value: counting 2 digit numbers through to 99	10
41.	Comparing number: ring the greater	10
42.	Comparing number: ring the number that is less	10
43.	Ordinal number: recogonise position first through to tenth	10
44.	Counting: skip counting by 2's	11
45.	Counting: skip counting by 5's	11
46.	Time: reading time to the hour	11
47.	Time: reading the time to the half hour	11
48.	Time: writing the time to the hour	12
49.	Time: writing the time to the half hour	12
50.	Addition: Sums to 12	12
51.	Addition: Doubles - Doubles + 1 (sums to 12)	12
52.	Problem Solving: Story problems - addition	13
53.	Problem Solving: Story problems - subtraction	13
54.	Addition: Add three (1 digit) numbers	13
55.	Geometry: Identify 3d shapes i.e. cone, cylinder, sphere, cube	14
56.	Geometry: Identify 2d shapes i.e. circle,triangle,square & rectangle	14
57.	Shape: Find the number of corners on a plain shape	14
58.	Shape: Find the number of sides on a plain shape	15
59.	Patterns: Finish the shape pattern	15
60.	Graphs: Classify objects and complete the Bar Graph	15
61.	Graphs: Complete a Bar Graph using tally marks	16
62.	Addition: Add 2-digit numbers without trading	16
63.	Subtraction: Subtract 2 digit numbers without trading	17
64.	Measurement: Comparison - find the longer or/and shorter one	17
65.	Measurement: Find the length using a 'paperclip' ruler	17
66.	Measurement: Find the length using a centimeter ruler	17
67.	Capacity: Estimate capacity - litres	18
68.	Temperature: Estimate temperature - degrees Celsius	18
69.	Weight: estimate weight - kilograms	18
70.	Subtraction: Sums - difference to 18	18
71.	Fractions: identify halves, thirds and fourth of a region (eg:  1/2;  1/3;  1/4)	19
72.	Fractions: recognise fractions of a set (eg:  1/2)	19

Index of Concepts.

Concept Number		✓ if known
1.	Counting items in a figure.	
2.	Addition of items counted in figures.	
3.	To recognise the addition sign "+".	
4.	To know the meaning of the word "add".	
5.	To know the meaning of the word "sum".	
6.	Addition: Sums through to 12.	
7.	Addition of 0.	
8.	Word Problem: Add. type 1. Have n, given m, how many?	
9.	To recognise the subtraction sign "—".	
10.	Subtraction: Differences through to 9..	
11.	Subtraction of 0.	
12.	Subtraction of a number from itself.	
13.	Terms: "subtract" and "take away".	
14.	To know the meaning of the word "difference"	
15.	Word Problem: Subtract, type 1. Have n, give away m, how many left.	
16.	Recognise the equal sign "=".	
17.	Recognise the not equal sign "≠".	
18.	To know the meaning of the word "equal"	
19.	To know the meaning of the words "not equal"	
20.	To know the decade names.	

Concept Number		
21.	Place value: Ring tens, write answer in tens + ones.	
22.	Place value: Write the number from 't' tens + 'm' ones.	
23.	Place value: Recognising the tens and ones digits.	
24	Place value: 2-digit no. in words, Write it in numerals	
25.	Counting: Write the next number or one more.	
26.	Counting: Write the number that comes after.	
27.	Counting: Write the number that comes before.	
28.	Counting: Write the number that comes between.	
29.	Counting: Skip count by 2's.	
30.	Counting - Skip count by 3's.	
31.	Counting: Skip count by 5's.	
32.	Counting: Skip count by 10's.	
33.	Numbers: Recognise even numbers.	
34.	Numbers: Recognise odd numbers.	
35.	Recognise the symbol of "greater than".	
36.	Recognise the symbol of "less than".	
37.	Comparing 2digit numbers: use. > < or =	
38.	Comparing: give position, first, second etc	
39.	Addition: of doubles.	
40.	Addition: Sums through to 18.	

Concept Number		
41	Addition of 10 to a one digit number.	
42.	Addition of 9 to a number.	
43.	Addition: adding 3 numbers.	
44.	Subtraction: differences to 18.	
45.	Addition/Subtraction: fact families.	
46.	Word Problem: type 2: How many more:	
47.	Time: o'clock	
48.	Time: in 5 minute (long way) intervals eg. 10 minutes after 8 o'clock	
49.	Time: written in hours & minutes: eg 8:10 (short way)	
50.	Time: elapsed time in hours.	
51.	Calendar: order of the months of the year	
52.	Addition: 1-digit to 2-digit nos., no trading.	
53.	Addition: 2-digit to 2-digit nos., no trading.	
54.	Addition: 1-digit to 2-digit nos, with trading.	
55.	Addition: 2-digit to 2-digit nos, with trading.	
56.	Addition: 3, 2-digit + 1-digit nos., with trading.	
57.	Word Problem: type 1, addition with 2-digit nos.	
58.	Word Problem: type 2 addition: eg Ali has 3, Bob has 4 more, how many has Bob?	
59.	Word Problem: type 3 addition: eg Ali has 6, which is 4 less than Bob. How many has Bob?	
60.	Word Problem: type 4 addition eg If 6 birds die we'll have 9 left. How many to begin with?	

Concept Number		
61.	Patterns; recognise a pattern in a series of nos.	
62.	Shapes: recognise sphere, cylinder, cube, cone	
63.	Shapes: recognise square, rectangle, circle, triangle	
64.	Shapes: no. of sides & corners in a figure.	
65.	Shapes: symmetry, identify a figure with matching parts.	
66.	Graphs: reading a bar graph.	
67.	Graphs: read a graph using tally marks.	
68.	Picture graphs: each symbol = many items.	
69.	Graphs: co-ordinate graphing	
70.	Subtraction: 2 digit nos. no trading.	
71.	Subtraction: check by addition.	
72.	Subtraction: 2-digit nos. trading tens.	
73.	Tables: reading a price from a table.	
74.	Addition: find price of n similar items by "+".	
75.	Measurement: length using a "paperclip" ruler.	
76.	Measurement: length using a centimeter ruler.	
77.	Measurement: find length to nearest cm	
78.	Measurement: estimate to nearest cm.	
79.	Measurement: find the length of a path.	
80.	Measurement: perimeter of a figure.	

Concept Number		
81.	Place Value: Write 3 digit no. given a figure.	
82.	Place Value: value of each digit from ones to hundreds.	
83	Place Value: write the number from x hundreds, n tens, m ones.	
84.	Place Value: Write 3 digit number in numerals.	
85.	Counting: write the 3 digit number that comes next.	
86	Counting: (3 digit) write the number that comes after.	
87.	Counting: (3 digit) write the number that comes before.	
88.	Addition: adding 10 to a 3 digit number.	
89	Subtraction: subtracting 10 from a 3 digit no.	
90	Addition: adding 100 to a 3 digit number.	
91.	Subtraction-subtracting 100 from a 3 digit no.	
92.	Comparing numbers up to hundreds.	
93.	Addition: 3 digits, no trading.	
94	Subtraction: 3 digits, no trading.	
95	Addition: 3 digit numbers, trading ones to tens	
96.	Addition: 3 digit numbers, trading tens to hundreds	
97.	Word Problem: (type 1, using 3 digit nos, addition)	
98.	Word Problem: (type 2, using 3 digit nos, addition)	
99.	Word Problem: (type 3, using 3 digit nos, addition)	
100.	Word Problem: (type 4, using 3 digit nos, addition)	

Concept Number		
101.	Subtraction: 3 digit nos. trading tens to ones.	
102.	Subtraction: 3 digit nos. trading hundreds to tens.	
103.	Word Problem: (type 2 using 3-digit nos, subtraction)	
104.	Word Problem: (Solve 2 questions add/subtract)	
105.	Multiplication: find sum by repeated addition	
106.	Multiplication: meaning of product (using drawings)	
107.	Multiplication: meaning of product (using arrangings)	
108.	Multiplication: order.	
109	Multiplication by 0	
110.	Multiplication by 1.	
111.	Memorising the answers to "X" questions	
112.	Multiplication by 2.	
113	Multiplication by 3.	
114.	Multiplication by 4	
115.	Multiplication by 5.	
116.	Multiplication: Find product without drawings	
117	Word Problem: (type 1 multiply: eg 3 boxes, each box has 4 balls. How many balls in all.	
118	Multiplication in reverse: How many 2's in 6?	
119	Fractions: naming equal parts.	
120	Fractions: show fraction of a given number of objects.	

- GRADE 3 MATHS -

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
1. Sums through 18	1
2. Differences through 18	1
3. Fact Families	2
4. Word problem: simple addition and subtraction.	3
5. Three Addends with single digit.	4
6. Place value: write the number n tens and m ones.	6
7. Place value: write the number x hundreds, y tens and m ones. ..	7
8. Given 3 digit number in words, write it in numerals.	9
9. Write a number that comes after a given 3-digit number	10
10. Write a number that comes before a given 3-digit number.	10
11. Skip Counting	12
12. Money	13
13. Round to the nearest ten	15
14. Round to the nearest hundred	16
15. Round to the nearest dollar.	17
16. Place value: write the number x thousands, y hundreds, z tens and w ones.	19
17. Place value: Units to 1000s place	22
18. Comparing Numbers	23
19. Ordinal Numbers	24
20. Word Problem: Use data from table.	25
21. Addition Trading 10 Ones for 1 Ten	27
22. Adding 1-digit number to 2-digit number, NO TRADING.	28
23. Adding 2-digit number to 2-digit number, NO TRADING.	28
24. Adding 2-digit number to 2-digit number: Trading Ones.	29
25. Adding 2-digit number to 2-digit number : Trading 10 Tens.....	30
26. Adding 2-digit number to 2-digit number with trading ones and tens.	31
27. Adding 3-digit number to 2-digit number with trading.	31
28. Adding 3-Digit number to 3-digit number: Trading Once.	32

29. Adding 3-Digit Numbers: Two or More Trades. 34
30. Graph: Reading a (bar) graph. 35
31. Adding amounts of Money: Dollars and cents to cents and Dirhams and fils to fils. 37
32. Adding Amounts of Money: 37
33. Special Sums: Add multiples of 10 and multiples of 100. 39
34. Adding: Mental Math. 40
35. Estimating Sums of 2-digit numbers to the nearest ten. 41
36. Estimating sums of 3-digit numbers to the nearest 100. 43
37. Estimating sums to nearest dollar. 44
38. Column Addition. 45
39. Adding 4-Digit Numbers. 46
40. Adding several numbers in horizontal format. 48
41. Subtraction: Trading 1 Ten for 10 ones. 49
42. Subtracting 2-Digit Numbers: Trading Tens. 50
43. Word Problem: Understanding the question: 52
44. Suotracting 3-Digit Numbers: Trading Hundreds. 53
45. Subtracting 3-Digit Numbers: Two Trades. 54
46. Checking Subtraction. 55
47. Subtracting Across a Middle Zero. 56
48. Subtracting Amounts of Money. 56
49. Special Differences: Mental Math 57
50. Estimating differences of 2-digit numbers to the nearest 10 ... 58
51. Estimating differences of 2-digit numbers to the nearest 100 .. 59
52. Estimating differences to the nearest dollar 60
53. Subtracting 4-Digit Numbers. 61
54. Problem Solving: Using data from a catalogue. 62
55. Word problem: Draw a picture. 64
56. Time: Hour, Half-Hour, and Quarter-Hour 65
57. Time: Minutes. 67
58. Time: a.m. and p.m. 69
59. Word Problem: Using Time. 70
60. Reading the Calendar. 71
61. Measuring a line to the nearest centimeter. 73
62. Distance: Know that 1m = 100cm. 74
63. Distance: Know that 1 km = 1000 m 74
64. Shapes: Rectangle, Square, Triangle, Trapezoid, circle..... 75

65. Perimeter of square, rectangle, triangle and any known shape... 76
66. Area: Find, in square centimeters, the area of a given figure. 77
67. Volume: Find the volume of a given shape in cubic units. 80
68. Liquid Measure. 81
69. Weight. 82
70. Temperature. 83
71. Word problem: Using Data from a Graph. 84
72. Word Problem: Make a list. 85
73. The Relation between Addition and Multiplication. 86
74. Understanding Multiplication. 88
75. Multiplication by two. 89
76. Multiplication by Three. 90
77. Multiplication by Four. 91
78. Multiplication by Five. 92
79. Multiplication by six. 93
80. Multiplication by Seven. 94
81. Multiplication by eight. 95
82. Multiplication by nine. 95
83. Multiplication by Zero. 97
84. Multiplication by One. 97
85. Multiplication is Commutative (examples). 99
86. Multiplication: Find missing factor. (6 x ? = 48)..... 100
87. Number Patterns. 101
88. Word problem: Multiplication. 102
89. Word Problem: Choose the Operations. 102
90. Word Problem: Using data from an advertisement. 103
91. Understanding Division: 104
92. Multiplication and division are related. 105
93. Division by 2 (mental maths). 107
94. Division by 3 (mental maths) 107
95. Division by 4 (mental maths) 108
96. Division by 5 (mental maths) 105
97. Division by 6 (mental maths) 109
98. Division by 7 (mental maths) 109
99. Division by 8 (mental maths) 111
100. Division by 9 (mental maths) 111

101. Division: Dividing zero by any number EXCEPT ZERO. 111
102. Division by 1 111
103. Division is NOT commutative. 113
104. Division: Find missing factor (72 ÷ ? = 8) (mental maths).. 114
105. Division by one digit: One digit quotient and remainder. 114
106. Word Problem Division: Divide equally, no Remainder: 116
107. Word Problem Division: No Remainder. 117
108. Multiplication: 2-digit x 1-digit, trading ones. 117
109. Division by one digit. Mental maths: eg: 60 divided by 3. 119
110. Division by one digit: 2 digit quotient and one digit remainder. 121
111. Word Problem Division: Add one for quotient 124
112. Word Problem Division: Ignore remainder: 124
113. Multiplication by 10 125
114. Multiplication by 100. 125
115. Multiplication: 1 digit by multiples of 10, 100, 1,000. 125
116. FRACTIONS. 126
117. Fractions: Show fraction of a given set of objects. 127
118. Fractions: Meaning of numerator and denominator. 129
119. Fractions: Equivalent fractions name same amount. 129
120. Fractions: Recognise equivalent fractions. 130
121. Fractions: Lowest terms. 133
122. Fractions: Comparing fractions: 134
123. Fractions: Know that 1/2 of 6 means 6 divided by 2. 138
124. Decimals: Tenths. Fractions of 10 (e.g. 0.6) 140
125. Decimals: Whole number and tenths (e.g. 7.5). 140
126. Decimals: Hundredths. Fractions of 100 (e.g. 0.27) 143
127. Decimals: Whole numbers and hundredths (e.g. 3.47) 143
128. Comparing decimals using =, < and >. 145
129. Decimals: Adding and Subtracting. 146

- GRADE 4 MATHS -

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
1. Addition: Sums through 18.	Pg 1.
2. Subtraction: Differences through 18.	Pg 1.
3. Place Value: Write the number n tens and m ones.	Pg 1.
4. Place Value: Write the number x hundreds, n tens and m ones.	Pg 2.
5. Addition: 2-digit to 2-digit numbers, trading tens.	Pg 4.
6. Subtraction: 2-digit number from 2-digit number, trading tens	Pg 4.
7. Addition: 3-digit to 3-digit numbers, trading hundreds.	Pg 5.
8. Subtraction: 3-digit numbers, two trades.	Pg 6.
9. Subtraction: 3-digit numbers across middle zero.	Pg 7.
10. Addition: Three addends.	Pg 8.
11. Graph: Reading a (bar) graph.	Pg 9.
12. Addition and Subtraction: Fact families.	Pg 11.
13. Simple addition and subtraction.	Pg 14.
14. Addition and subtraction comparison: Find the difference.	Pg 14.
15. Addition and subtraction comparison: Given the difference.	Pg 15.
16. Addition and subtraction: Several steps.	Pg 16.
17. Place value: Write the number x 1000s, y 100s, n 10s and m ones.	Pg 16.
18. Place value: Units to 1000s place.	Pg 17.
19. Place value: Given a number in words write it in numerals.	Pg 17.
20. Counting: Skip counting by 10s, 100s, 1000s.	Pg 18.
21. Round to the nearest ten.	Pg 25.
22. Round to the nearest hundred.	Pg 25.
23. Round to the nearest thousand.	Pg 26.
24. MONEY: Dirhams and Fils.	Pg 26.
25. MONEY: Dollars and Cents.	Pg 27.

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
26. Round to the nearest ten dollars.	Pg 28.
27. Round to the nearest dollar.	Pg 29.
28. Place Value: Given numbers in words, write in numerals.	Pg 29.
29. Place Value: Millions' PERIOD.	Pg 31.
30. Place Value: Thousands' Period.	Pg 32.
31. Place Value: Ones' Period.	Pg 32.
32. Word Problem Order: Draw and find the order.	Pg 33.
33. Comparing numbers using =, < and >.	Pg 34.
34. Comparing Larger Numbers.	Pg 35.
35. Addition: MONEY.	Pg 35.
36. Subtraction: MONEY.	Pg 36.
37. Estimation: Round to the nearest TEN then ADD.	Pg 40.
38. Estimation: Round to the nearest HUNDRED then ADD.	Pg 41.
39. Estimation: Round to the nearest DOLLAR then ADD.	Pg 41.
40. Estimation: Round to the nearest THOUSAND then ADD.	Pg 42.
41. Addition: Column Addition.	Pg 43.
42. Addition: Adding large numbers.	Pg 44.
43. Addition: Adding several numbers in horizontal format.	Pg 45.
44. Estimation: Round to the nearest TEN then SUBTRACT.	Pg 47.
45. Estimation: Round to the nearest HUNDRED then SUBTRACT.	Pg 47.
46. Estimation: Round to the nearest DOLLAR then SUBTRACT.	Pg 48.
47. Estimation: Round to the nearest THOUSAND then SUBTRACT.	Pg 49.
48. Subtraction: Subtract Large Numbers.	Pg 50.
49. Subtraction: Dollars and cents across middle zero.	Pg 50.
50. Table, 2 columns: Listing one property of objects.	Pg 58.

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
51. Word Problem: Given sum and difference, find both numbers.	..... Pg 59.
52. Multiplication: 4 twos = 8. We write: 4 x 2 = 8.	..... Pg 59.
53. Multiplication by 2. (mental maths).	..... Pg 60.
54. Multiplication by 3. (mental maths).	..... Pg 60.
55. Multiplication by 4 (mental maths).	..... Pg 62.
56. Multiplication by 5 (mental maths).	..... Pg 62.
57. Multiplication by 6 (mental maths).	..... Pg 64.
58. Multiplication by 7 (mental maths).	..... Pg 64.
59. Multiplication by 8 (mental maths).	..... Pg 65.
60. Multiplication by 9 (mental maths).	..... Pg 65.
61. Multiplication by 0 (mental maths).	..... Pg 67.
62. Multiplication by 1 (mental maths).	..... Pg 67.
63. Multiplication is commutative: (examples).(mental maths)	..... Pg 67.
64. Multiplication: Find missing factors (mental maths).	..... Pg 68.
65. Word Problem: Multiplication 1 step:	..... Pg 70.
66. Multiples: Give multiples of a given number (mental maths).	.... Pg 70.
67. Numbers: Recognize EVEN number.	..... Pg 73.
68. Numbers: Recognise ODD numbers.	..... Pg 73.
69. Factors: Give missing factors of a given number (mental maths).	..Pg 73.
70. Word Problem: Make a list of possible combinations.	..... Pg 74.
71. Flowchart: Symbol of START, STOP, INSTRUCTION, QUESTION.	..... Pg 74.
72. Sets: Find object inside circle AND square.	..... Pg 76.
73. Factors: Give ALL factors of a given number.	..... Pg 76.
74. Division: e.g. How many twos are in 8.	..... Pg 82.

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
75. Multiplication/division fact families.	Pg 82.
76. Division by 2 (mental maths).	Pg 84.
AND	
77. Division by 3 (mental maths).	Pg 84.
78. Division by 4 (mental maths).	Pg 85.
AND	
79. Division by 5 (mental maths).	Pg 85.
80. Division by 6 (mental maths).	Pg 86.
AND	
81. Division by 7 (mental maths).	Pg 86.
82. Division by 8 (mental maths)	Pg 88.
AND	
83. Division by 9 (mental maths).	Pg 88.
84. Division: Dividing zero by any number EXCEPT ZERO.	Pg 88.
AND	
85. Division: by 1	Pg 88.
86. Division is NOT commutative.	Pg 90.
87. Division: Find missing factor (72 - ____ = 8) (mental maths)	Pg 90.
88. Division by one digit: One digit quotient and remainder.	Pg 91.
89. Prime Numbers.	Pg 91.
90. Word Problem Multiplication: 2 steps.	Pg 92.
91. Word Problem Multiplication:	Pg 92.
92. Word Problem Division: No Remainder:	Pg 93.
93. Word Problem Division: No Remainder.	Pg 94.
94. Word Problem Division: Add one for quotient.	Pg 94.
95. Word Problem Division: Ignore remainder:	Pg 95.
96. Wrod Problem Divsion: 'A' is n times as large as 'B'. Given 'A'.	Pg 95.
97. Word Problem: Given A and B, how many times is 'A' as large as 'B'.	Pg 95.
98. Word Problem: Table 3 columns:	Pg 96.
99. Word Problem: Make a table of multiples.	Pg 97.

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
100. Time: Hour, half hour, quarter hour.	Pg 102.
101. Time: Minutes: (Example: 7:33).	Pg 103.
102. Time: a.m. and p.m.	Pg 104.
103. Time: Hours and minutes, before and after.	Pg 105.
104. Time: 60 seconds = 1 minute.	Pg 106.
105. Time: 60 minutes = 1 hour.	Pg 106.
106. Time: 24 hours = 1 day.	Pg 106.
107. Time: 7 days = 1 week.	Pg 106.
108. Time: tell time: 6:05, use of 'past and 'to'.	Pg 107.
109. Measure a line to the nearest centimetre.	Pg 109.
110. Distance: Know that 1m = 100cm.	Pg 111.
111. Distance: Know that 1 km = 1000 m.	Pg 111.
112. Distance: Estimating distance in m and km.	Pg 112.
113. Shapes: Rectangle, Square, Triangle, Trapezoid, circle.	Pg 113.
114. Perimeter of square, rectangle, triangle and any known shape.	Pg 114.
115. Area: Find, in square centimeter, the area of a given figure.	Pg 115.
116. Volume: Find, in cubic centimeter (cm^3), the volume of a given shape.	Pg 118.
117. Volume: Estimating volume of a cup in milliliters (ml).	Pg 119.
118. Weight: Estimating weight of objects.	Pg 120.
119. Temperature: Estimate temperatures.	Pg 121.
120 Multiplication: 1 digit by multiples of 10, 100, 1,000.	Pg 134.
121. Multiplication: Three numbers (one of the factors is a multiple of 10)	Pg 134.
122. **Multiplication: 2 digit x 1 digit. 36 x 4 = (30 x 4) + (6 x 4).**	**Pg 135.**

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
123. Multiplication: 2-digit x 1-digit, trading ones.	Pg 136.
124. Multiplication: 2-digit x 1-digit, trading ones and tens.	Pg 137.
125. Multiplication: 3-digit x 1-digit, 2 or more trades.	Pg 138.
126. Estimation: Round to the nearest TEN then MULTIPLY.	Pg 141.
127. Estimation: Round to the nearest HUNDRED then MULTIPLY.	Pg 142.
128. Estimation: Round to the nearest dollar, then MULTIPLY.	Pg 143.
129. Multiplying large numbers by one digit, 2 or more trades.	Pg 144.
130. Multiplication of money by one digit numbers.	Pg 145.
131. Word Problem: Multiplication and addition/subtraction.	Pg 147.
132. Division by one digit. Mental maths: eg: 60 divided by 3.	Pg 151.
133. Division by one digit: One or two digit quotient and one digit remainder.	Pg 153.
134. Division by one digit: Three-digit quotient and one-digit remainder.	Pg 158.
135. Division by one digit: ZERO in the quotient.	Pg 161.
136. Division by one digit: With MONEY.	Pg 161.
137. Finding Averages	Pg 163.
138. Estimation: Round to the nearest TEN then DIVIDE by one-digit	Pg 164.
139. Estimation: Round to the nearest DOLLAR then DIVIDE by one-digit.	Pg 165.
140. FRACTIONS.	Pg 166.
141. Fractions: Show fraction of a given set of objects.	Pg 167.
142. Fractions: Meaning of numerator and denominator.	Pg 169.
143. Fractions: Equivalent fractions name same amount.	Pg 169.
144. Fractions: Recognise equivalent fractions.	Pg 170.
145. Fractions: Lowest terms.	Pg 173.

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
146. Fractions: Comparing fractions:	Pg 174.
147. Fractions: Know that 1/2 of 6 means 6 divided by 2.	Pg 178.
148. Fractions: 2/3 of 6 means (6 - 3) x 2.	Pg 179.
149. Fractions: Mixed numerals.	Pg 181.
150. Fractions: Addition and subtraction like denominator.	Pg 187.
151. Fractions: Addition and subtraction of mixed numeral, like denominator.	Pg 188.
152. Fractions: Addition and subtraction unlike denominators.	Pg 189.
153. Shapes: Cone, Cube, Cylinder, Sphere, etc.	Pg 195.
154. Multiplication: Multiple of 10 by multiple of 10.	Pg 196.
155. Multiplication: 2 digit x 2 digit, One of the factors is a multiple of 10	Pg 197.
156. Estimation: 2-digit x 2-digit. Round to the nearest 10 then MULTIPLY.	Pg 200.
157. Estimation: 2-digit x MONEY.	Pg 201.
158. Multiplication 3-digit x 2-digit 2 or more trades.	Pg 201.
159. Multiplication: Money by 2-digit number.	Pg 203.
160. Division: 2 and 3-digit Multiple of 10 by 2-digit multiple of ten.	Pg 205.
161. Division 3-digit number by 2-digit multiple of 10.	Pg 206.
162. Division by 2-digit: 1-digit quotient and remainder.	Pg 208.
163. Division by 2-digit: 2-digit quotiont and remainder.	Pg 209.
164. Decimals: Tenths. Fractions of 10 (e.g. 0.6)	Pg 216.
165. Decimals: Whole number AND tenths (e.g. 7.5)	Pg 216.
166. Decimals: Hundredths. Fractions of 100 (e.g. 0.27)	Pg 219.
167. Decimals: Whole numbers AND hundredths (e.g. 3.47)	Pg 219.
168. Comparing decimals using =, and |	Pg 220.
169. Decimals: Adding and Subtracting.	Pg 222.

GRADE 5 MATHEMATICS

CONTENTS

CONCEPTS (POINTS)	PAGE NUMBER
1. Addition and Subtraction facts.....	pg 1
2. Multiplication facts.	pg 2
3. Multiplication by zero.	pg 3
4. Multiplication by 1: (Mental maths)	pg 3
5. Multiplication is commutative: (examples). (mental maths).	pg 4
6. Grouping property or associative property for addition and multilication: (mental maths).	pg 4
7. Multiplication - addition property: (mental maths)	pg 5
8. Division facts.	pg 6
9. Division: Dividing zero by any number EXCEPT Zero.....	pg 7
10. Dividing by One.	pg 7
11. Commutative property.	pg 8
12. Dividing a number by itself.	pg 9
13. Multiples: Give multiples of given numbers. (metal maths).....	pg 9
14. Numbers: Recognise EVEN numbers.	pg 11
15. Numbers: Recognise ODD numbers.	pg 11
16. Word problem: Simple addition and Subtraction.....	pg 12
17. Addition and subtraction comparison.....	pg 12
18. Word problem: Addition and Subtraction - several steps.....	pg 13
19. Factors: Give missing factors of a given number. (mental math).	pg 13
20. Using more than one operation.	pg 15
21. Word problem: multiplication 1-step.	pg 17
22. Word Problem Division: Divide equally, no Remainder.....	pg 17
23. Problem solving: Choose the operation.	pg 18

24. Place value: Write the number x hundreds, n tens and m ones.... pg 19

25. Place value: Write the number- x thousands, y hundreds, n tens and m ones. .....pg 21

26. Place value: Place value of digits up to thousands place .....pg 22

27. Place value: Given numbers in words, write in numeral. .....pg 23

28. Place value: thousands' period. .....pg 23

AND

29. Place value: ones' period. .....pg 23

AND

30. Place value: Given numbers in standard form, write it in expanded form and given numbers in expanded form, write it in standard form. ..... pg 26

31. Place value: Millions' Period .....pg 27

AND

32. Place value: Billions' Period .....pg 27

AND

33. Place value: ten thousands to billions. .....pg 27

34. Place value: Given numbers in words, write in numerals (Millions, billions). .....pg 28

35. Comparing numbers using =, < or > .....pg 35

36. Ordering numbers. .....pg 36

37. Round to the nearest ten. .....pg 37

38. Round to the nearest hundred. .....pg 38

39. Round to the nearest thousand. .....pg 38

40. Graph: Reading a (bar) graph .....pg 39

41. Word problem: Guess and check. .....pg 42

42. Estimation: Round to the nearest TEN then ADD. .....pg 44

43. Estimation: Round to the nearest HUNDRED then ADD. .....pg 45

44. Estimation: Round to the nearest THOUSAND then ADD. .....pg 46

45. Estimation: Round to the nearest DOLLAR or DIRHAM then ADD.....pg 47

46. Number Patterns. .....pg 49

47. Addition: One trade. .....pg 50

48. Addition: Two or more trades. .....pg 52

49. Column Addition: 3 addends or more .....pg 53

50. Adding several numbers in horizontal format. .....pg 54

51. Word problem: Using data from a distance table. ..... pg 55

52. Estimation: Round to the nearest TEN then SUBTRACT. ..... pg 56

53. Estimation: Round to the nearest HUNDRED then SUBTRACT. ..... pg 57

54. Estimation: Round to the nearest THOUSAND then SUBTRACT. ..... pg 58

55. Estimation: Round to the nearest DOLLAR or DIRHAM then SUBTRACT. .....pg 59

56. Subtraction: One trade. ..... pg 60

57. Subtraction: Two or more trades. ..... pg 62

58. Subtraction: Subtracting with zeros. ..... pg 63

59. Word Problem: Draw a picture. ..... pg 72

60. The Microcomputer. Inputs, Rules and outputs. ..... pg 73

61. Decimal Place Value: TENTHS .....pg 74

62. Place value: HUNDREDTHS. .....pg 75

63. Place value: THOUSANDTHS. .....pg 76

64. Comparing and ordering Decimals.....pg 78

65. Round a decimal to the nearest WHOLE number. .....pg 80

66. Round a decimal to the nearest TENTH. .....pg 81

67. Estimating Sums and Differences of two decimals: (mental maths).. pg 82

68. Problem Solving: Using estimation of decimals. .....pg 83

69. Adding decimals. .....pg 84

70. Subtracting decimals. .....pg 85

71. Problem Solving: Make a table. .....pg 86

72. Computing: Flowcharts..... pg 89

73. Multiplication: 1-digit number by multiple of 10. .....pg 91

74. Multiplication: Multiple of 10 by a multiple of 10. .....pg 92

AND

75. Multiplication: Multiple of 10 by multiple of 100. .....pg 92

AND

76. Multiplication: Multiple of 100 by multiple of 100.....pg 92

77. Estimation: 2-digit x 2-digit: Round to the nearest 10 then MULTIPLY. .....pg 100

78. Estimation: 3-digit to the nearest 100 and 2-digit to the nearest 10. ..... pg 100

79. Word Problem: Using estimation. ..... pg 101

80. Multiplying by a 1-digit number. ..... pg 102

81. Multiplying larger numbers by a 1-digit factor. ..... pg 103

82. Multiplying by Multiples of 10 and by multiples of 100 ..... pg 104

83. Multiplication: Multiplying by a 2-digit factor. ..... pg 105

84. Multiplication: Multiplying by a 3-digit factor. ..... pg 106

85. Time: 60 seconds = 1 minute ..... pg 107

86. Time: 60 minutes = 1 hour. AND ..... pg 107

87. Time: 24 hours = 1 day. AND ..... pg 107

88. Word Problem: Practice on different types.....pg 110

89. Word Problem: Using data from Menu. ..... pg 111

90. Word Problem: Make an organized list. ..... pg 112

91. Division: Mental maths. .....pg 117

92. Estimating Quotients .....pg 118

93. Word Problem: Using Estimation. .....pg 118

94. Division: 1 digit quotient and a remainder ..... pg 119

95. Dividing: 2-digit quotients and a remainder. .....pg 120

96. Dividing: 3-digit quotients and a remainder.....pg 122

97. Dividing: Zeros in the Quotient ..... pg 124

98. Dividing larger numbers. ..... pg 124

99. Dividing: Money. .....pg 126

100. Word Problem: Dividing Money. .....pg 127

101. Short Division. .....pg 127

102. Finding averages. .....pg 128

103. Word Problem: Using data from a table graph. .....pg 129

104. Word Problem: Understanding the operation. (Revision) .....pg 130

105. Word Problem: Using Logical reasoning. .....pg 131

106. Using division facts: 3-digit multiple of 10 by 2-digit multiple of 10. ..... pg 135

107. Using division facts: 4-digit multiple of 100 by 2-digit multiple of 10 ..... pg 136

108. Division: 3 digit number by 2-digit multiple of 10. ..... pg 138

109. Dividing: 1-digit Quotient. ..... pg 139

110. Word Problem: Using mental maths and Focus on the Question.....pg 140

111. Find larger Quotients. .....pg 141

112. ZEROS in the quotient. ..... pg 143

113. Word Problem: Finding unit prices. ..... pg 144

114. Word Problem: Using data from telephone rate table. ..... pg 146

115. Work Problem: Work backward. ..... pg 147

116. Number relationship. (using time) ..... pg 150

117. Measurement: Know that 1 m = 100 cm. ..... pg 151

118. Length: Know that 1 cm = 10 mm and 1 mm = 1000 mm ..... pg 154

119. Length: kilometers (km). ..... pg 155

120. Estimating with metric units. ..... pg 157

121. Perimeter of a figure. ..... pg 158

122. Area: Find the area of a given figure in square units. ..... pg 160

123. Volume: Find the volume of a given figure in cubic units. ..... pg 161

124. Capacity. ..... pg 163

125. Weight: ..... pg 165

126. Temperature: Estimate temperatures. ..... pg 167

127. Word Problem: Using Calendar Data. ..... pg 169

128. Word Problem: Time. ..... pg 170

129. Word Problem: Solve a simpler problem. ..... pg 171

130. Fractions. ..... pg 181

131. Fractions: Meaning of numerator and denominator. ..... pg 182

132. Fractions: Show fraction of a given set of objects. ..... pg 183

133. Fractions: Equivalent fractions name same amount. ..... pg 186

134. Fractions: Recognise equivalent fractions. ..... pg 187

135. Fractions: Lowest terms. ..... pg 189

136. Fractions: Comparing fractions. ..... pg 190

137. Fractions: Know that 1/2 of 6 means 6 divided by 2. ..... pg 194

138. Fractions: 2/3 of 6 means (6 - 3) x 2. ..... pg 195

139. Fractions: Mixed numerals. ..... pg 197

140. Fractions: Addition and subtraction like denominator. ..... pg 203

141. Fractions: Addition and subtraction of mixed numeral, like denominator. ..... pg 204

142. Fractions: Addition and subtraction unlike denominators. ..... pg 206

143. Greatest Common Factor (GCF) ..... pg 207

144. Lowest Common Multiple (LCM) ..... pg 210

145. Addition and Subtraction of fractions with unlike denominators by finding the LCM or LCD (least common denominator). ..... pg 211

146. Word Problem: Fractions. ..... pg 216

147. Adding and subtracting mixed numbers with unlike denominators.... pg 223

148. Renaming mixed numbers. ..... pg 224

149. Adding Mixed Numbers: Renaming Sums. ..... pg 225

150. Word Problem: Mixed numerals. ..... pg 227

151. More Renaming Mixed Numbers. ..... pg 227

152. Subtracting mixed numbers with like denominators. ..... pg 228

153. Subtracting Mixed Numbers with unlike denominators. ..... pg 229

154. Adding and Subtracting Mixed Numbers, whole numbers and Fractions. ..... pg 231

155. Word Problem: Find a pattern. ..... pg 233

156. Word Problem: Using data from an advertisement. ..... pg 234

157. Use Logical Reasoning. ..... pg 237

158. Fractions: Finding a Fraction of a Number. ..... pg 238

159. Multiplying fractions. ..... pg 240

160. Multiplying Mixed Numbers. ..... pg 241

161. Dividing Fractions. ..... pg 242

162. Using Variables in Computer Programs. ..... pg 247

163. Estimating Decimal Products and Quotients: Mental Math. ..... pg 250

164. Multiplying Decimals. ..... pg 251

165. Dividing Decimals: ..... pg 254

166. Dividing Decimals: Working with zeros. ..... pg 256

167. Multiplying and Dividing by Multiples of 10: (mental maths)..... pg 258

168. Changing Metric Units. ..... pg 259

.. * .SELF - TESTS . * .

SELF-TEST 1 ..... pg 29 - 34

SELF-TEST 2 ..... pg 35 - 58

SELF-TEST 3 ..... pg 94 - 99

SELF-TEST 4 ..... pg 114 - 116

SELF-TEST 5 ..... pg 132 - 134

SELF-TEST 6 ..... pg 174 - 180

SELF-TEST 7 ..... pg 218 - 222

SELF-TEST 8 ..... pg 235 - 236

SELF-TEST 9 ..... pg 245 - 246

SELF-TEST 10 ..... pg 261 - 262

Copyright © 1991
The International School of Minnesota, Inc.
All Rights Reserved

Concepts of 2nd Grade Mathematics

1 Signs: Recognise the addition sign "+" .....
2 Signs: Recognise the subtraction sign "-" .....
3 Terms: Know the meaning of the word "add" .....
4 Signs: Recognise the equal sign "=" .....
5 Signs: Recognise the "not equal" sign "≠" .....
6 Terms: "subtract" and "take away" .....
7 Terms: Know the meaning of the word "sum" .....
8 Terms: Know the meaning of the word "difference" .....
9 Terms: Know the meaning of the word "equal" .....
10 Terms: Know the meaning of "not equal" .....
12 Counting items in a figure .....
13 Addition of items counted in figures .....
14 Addition: Sums through 9 .....
15 Subtraction: Differences through 9 .....
16 Addition of zero .....
17 Subtraction of zero .....
18 Subtraction of a number from itself .....
19 WP (Word problem) Add.type1: Have n, given m, how many .....
20 WP Subt.type1: Have n, give away m, how many .....
21 Place value: Ring tens, write answer in tens and units .....
22 Place value: Recognising the tens and the ones digits .....
23 Place value: Write the number n tens and m ones .....
24 Place value: given 2 digit No. in words, write it in numerals .....
25 Counting: Write the number that comes after .....
26 Counting: Write the number that comes before .....
27 Counting: Write the number that comes between .....
28 Counting: Skip count by 2s .....
29 Counting: Skip count by 3s .....
30 Counting: Skip count by 5s .....
31 Counting: Skip count by 10s .....
32 Numbers: Recognise even numbers .....
33 Numbers: Recognise odd numbers .....
34 Signs: Recognise the symbol of "greater than": > .....
35 Signs: Recognise the symbol of "less than": < .....
36 Comparing two-digit numbers: use <, = or > .....
37 Comparing: Give position: First, second, etc. .....
38 Addition: Sums through 18 .....
39 Addition of 9: Add 10, take away 1 .....
40 Subtraction: Differences through 18 .....
41 Addition/Subtraction: Fact families .....
42 Addition: adding 3 numbers .....
43 WP Subt.type2: Ali has 3, Betty has 4, how many more has Betty .....
44 WP Subt.type3: Ali has 3, Betty has 4, how many less has Ali .....
45 Time: Tell time in 5-minute intervals .....
46 Time: written in hrs and minutes (e.g. 7:35) .....
47 Time: time elapsed in hours .....
48 Months of the year: order .....
49 Addition: 1-digit to 2-digit numbers, no trading .....
50 Addition: 2-digit to 2-digit numbers, no trading .....
51 Addition: 1-digit to 2-digit numbers, with trading .....
52 Addition: 2-digit to 2-digit numbers, with trading .....
53 Addition: three 2-digit numbers, with trading .....
54 WP Add.type1, using 2-digit nos. .....
55 WP Add.type2: Ali has 3, Bob has 4 MORE, how many has Bob .....
56 WP Add.type3: Ali has 6, which is 4 LESS than Bob, how many has Bob ..

57 WP Add.type4: If six birds die we'll have 9 left. How many 12
58 Patterns: Recognise a pattern in a series of numbers 13
59 Shapes: square, rectangle, circle, triangle 13
60 Shapes: sphere, cylinder, cube, cone 13
61 Shapes: Find no. of sides and corners in given figure 13
62 Shapes: Symmetry: Draw figure with "matching parts" 14
63 Graph: Reading a bar graph 14
64 Graph: Draw a graph using tally marks 14
65 Picture Graphs: Each symbol representing many items 15
66 Subtraction: 2-digit numbers, no trading 15
67 Subtraction: 2-digit numbers, trading tens 15
68 Subtraction: Check the result of subtraction by addition 15
69 Tables: Reading price from a table 16
70 Addition: Find price of n similar items by addition 16
71 Measurement: Measure length using "paperclip" ruler 16
72 Measurement: length using cm ruler 16
73 Measurement: Estimate length to the nearest cm 16
74 Place value: Write 3-digit number given figure 17
75 Place value: Given 3 digit number in words, write in numerals 17
76 Place value: Write the number: x hundreds n tens and m ones 17
77 Counting: Write number that comes after given 3-digit number 17
78 Counting: Write number that comes before given 3-digit number 17
79 Place value: value of each digit from units to 100s place 17
80 Measurement: Measure the perimeter of a rectangle 18
81 Addition: adding 10 to a number 18
82 Subtraction: take away 10 from a number 18
83 Addition: adding 100 to a number 18
84 Subtraction: take away 100 from a number 18
85 Addition: 3-digits, no trading 18
86 Subtraction: 3-digits, no trading 18
87 Comparing: Smaller, smallest, bigger, biggest, shorter etc. 19
88 Comparing numbers up to hundreds 19
89 Addition: 3-digit to 2-digit numbers, trading once 19
90 Addition: 3-digit to 3-digit numbers, trading once 19
91 Addition: Column addition 19
93 WP Add.type1, using 3-digit nos. 20
94 WP Add.type2, using 3-digit nos. 20
95 WP Add.type3, using 3-digit nos. 20
96 WP Add.type4, using 3-digit nos. 20
97 Subtraction: 3-digit numbers, trading hundreds 21
98 Subtraction: 3-digit numbers, two trades 21
99 WP Subt.type2, using 3-digit nos. 21
100 WP Subt.type3, using 3-digit nos. 21
101 Multiplication: find sum by repeated addition 21
102 Multiplication: Meaning of product (using drawings) 22
103 Multiplication: Meaning of product (using drawings) 22
104 Multiplication: Find a product without drawings 22
105 Multiplication: Memorising the sums 22
106 Multiplication by 2 22
107 Multiplication by 3 23
108 Multiplication by 4 23
109 Multiplication by 5 23
110 Multiplication by 1 23
111 Multiplication by 0 23
112 WP Mult.type1: 3 boxes, each box has 4 balls, how many balls 23
113 Multiplication in reverse: How many 2s in 6? 24
114 Fractions: Naming equal parts (halves, etc.) 24
115 Fractions: Show fraction of given no. of objects 24

Concepts of 2nd Grade Mathematics

1 Signs: Recognise the addition sign "+"

Give the answer: 4 + 1 = _____

2 Signs: Recognise the subtraction sign "-"

Give the answer: 6 - 2 = _____

3 Terms: Know the meaning of the word "add"

Add 3 and 4: _____

4 Signs: Recognise the equal sign "="

a) Circle the sign which means "equal": +, -,], =, <, >.

b) Give the missing sign in each [ ]:

8 [ ] 2 = 10	8 - 2 [ ] 6
12 [ ] 3 = 15	8 [ ] 3 = 5

5 Signs: Recognise the "not equal" sign "≠"

a) Circle the sign which means "not equal": +, -, =,], ≠, <, >.

b) Give the missing sign (= or ≠) in each [ ]:

8 + 2 [ ] 10	8 - 2 [ ] 6
12 - 3 [ ] 15	8 + 3 [ ] 5

6 Terms: "subtract" and "take away"

Subtract 2 from 7: _____

Take away 3 from 9: _____

7 Terms: Know the meaning of the word "sum"

Find the sum of 6 and 2: _____

8 Terms: Know the meaning of the word "difference"

Find the difference between 8 and 2: _____

9 Terms: Know the meaning of the word "equal"

Which of the following is correct?

a) 1 and 2 is more than 3

b) 1 and 2 is equal to 3

c) 1 and 2 is less than 3

10 Terms: Know the meaning of "not equal"

Which of the following is correct?

a) 1 plus 2 is not equal to 3

b) 1 and 2 is equal to 3

c) 2 and 2 is not equal to 3

12 Counting items in a figure

How many Stars? * * * * * * * * * _____

13 Addition of items counted in figures

p p p p p How many "p"s? _____

t t t t How many "t"s? _____

How many letters? _____

14 Addition: Sums through 9

Find the sum: 2 + 7 = _____.

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

15 Subtraction: Differences through 9

Find the difference: 7 - 3 = _____.

$$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

16 Addition of zero

Find the sum: 5 + 0 = _____

17 Subtraction of zero

Find the difference: 9 - 0 = _____

18 Subtraction of a number from itself

Give the answer: 6 - 6 = _____

19 WP (Word problem) Add.type1: Have n, given m, how many

a) Carl has 3 apples and Mary gives him 6 apples. How many apples Carl now?

_____

b) Ahmad has 4 balloons and his brother has 5 balloons. How balloons altoghether?

_____

20 WP Subt.type1: Have n, give away m, how many

a) John had 8 marbles and he gave away 5 marbles. How many marbles has now? _____

b) Ahmad had 14 balloons. 5 balloons blew up. How many balloons lef

_____

21 Place value: Ring tens, write answer in tens and units

Ring tens. Write the number.

_____ tens _____ ones

22 Place value: Recognising the tens and the ones digits

What does the underlined digit mean?

8<u>3</u> 5<u>6</u>

8 tens 8 ones 6 tens 6 ones

23 Place value: Write the number n tens and m ones

Write the number:

7 tens and 6 ones: _____ 4 ones and 3 tens: ____

24 Place value: given 2 digit No. in words, write it in numerals

Write using numerals:

Seventy-two: _____ Thirty-six = _____

25 Counting: Write the number that comes after

47, 48, 49, 50, ____

87, 88, ___, ___, ____

26 Counting: Write the number that comes before

___, 47, 48, 49, 50

___, ___, 77, 78,

27 Counting: Write the number that comes between

33, 34, 35, ___, 37,

46, ___, 48, 49, ___, 51

28 Counting: Skip count by 2s

0, 2, 4, ___, ___, ___

29 Counting: Skip count by 3s

0, 3, 6, ___, ___, ___

30 Counting: Skip count by 5s

0, 5, 10, ___, ___, ___

31 Counting: Skip count by 10s

0, 10, ___, ___, ___

32 Numbers: Recognise even numbers

Circle the even numbers: 5, 3, 2, 8, 22, 12, 13, 14, 15, 77, 86

33 Numbers: Recognise odd numbers

Circle the odd numbers: 5, 4, 7, 18, 21, 12, 15, 54, 50, 77, 100

Count in odd numbers: 1, 3, 5, __, __, __, __,

34 Signs: Recognise the symbol of "greater than": >

Put the correct symbol > in the correct space [ ] :

5 [ ] 7 15 + 2 [ ] 9

5 + 2 [ ] 7

35 Signs: Recognise the symbol of "less than": <

Put the correct symbol in the space [ ] :

15 [ ] 7 5 + 3 [ ] 9

5 + 2 [ ] 7 81 [ ] 78

36 Comparing two-digit numbers: use <, = or >

25 [ ] 77 5 + 13 [ ] 9

5 + 12 [ ] 17 81 [ ] 98

37 Comparing: Give position: First, second, etc.

The 'letters' A, B, C, D and E are racing:

Start: D A C E B : Finish

Which letter is first? ___

Which letter is second? ___

Which letter is third? ___

What is the position of the D? _____

Which letter is fourth? ___

Which letter is last? ___

38 Addition: Sums through 18

Find the sum: 6 + 7 = _____. 8
+9

39 Addition of 9: Add 10, take away 1

We can add 9 to a number by first adding ten and then taking away 1:

Example:

Give the asnwer: 15 + 9

Step 1: 15 + 10 = 25

Step 2: 25 - 1 = 24

Step 3: So, 15 + 9 = 24

Execise:

1. 15 + 9 = _____

2. 23 + 9 = _____

40 Subtraction: Differences through 18

Find the difference: 15 - 9 = _____.

$$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$$

41 Addition/Subtraction: Fact families

The three numbers 4, 5, and 9 form a fact family because we can wri
four facts about them:

1. 4 + 5 = 9

2. 5 + 4 = 9

3. 9 - 4 = 5

4. 9 - 5 = 4

Write four facts about these three numbers: 8, 13, 5.

1. _____

2. _____

3. _____

4. _____

42 Addition: adding 3 numbers

Find the sum: 4 + 2 + 1 = _____

43 WP Subt.type2: Ali has 3, Betty has 4, how many more has Betty

a) John has 15 marbles and Ali has 7 marbles . How many more marbles h
John? _____

b) Ahmad won 14 games and Sammy won 12 games. Who won more games? H
many more?_____, _____

44 WP Subt.type3: Ali has 3, Betty has 4, how many less has Ali

a) James has 15 toy cars and Ali has 8 toy cars . How many fewer ca
has Ali? _____

b) Ahmad won 9 games and Sammy won 12 games. Who won fewer games? H
many less? _____, _____

45 Time: Tell time in 5-minute intervals

Draw a watch that reads

a) 10 minutes after 8:

b) 45 minutes after 6:

c) 5 minutes before 12:

46 Time: written in hrs and minutes (e.g. 7:35)

Draw a watch which reads '5:25'

Draw a watch which reads '4:05'

Draw a watch which reads '7:35'

47 Time: time elapsed in hours

1. Draw a watch which reads '5:25'. Draw the same watch 1 hour late

2. Sami's father left his house at 8 o'clock in the morning returned at 12 o'clock noon. How many hours did Sami's father s away?

3. Draw a clock that reads 9 o'clock in the morning. Draw a clock t reads 3 o'clock in the afternoon. How many hours bewteen?

48 Months of the year: order

What month comes

a) after January? _____

b) before September? _____

49 Addition: 1-digit to 2-digit numbers, no trading

Add:

52 + 7 = _____

$$\begin{array}{r} 81 \\ +\ 6 \\ \hline \end{array}$$

50 Addition: 2-digit to 2-digit numbers, no trading

Add:

52 + 27 = _____

$$\begin{array}{r} 15 \\ +\ 83 \\ \hline \end{array}$$

51 Addition: 1-digit to 2-digit numbers, with trading

Add:

5 + 79 = _____

$$\begin{array}{r} 46 \\ +\ 7 \\ \hline \end{array}$$

52 Addition: 2-digit to 2-digit numbers, with trading

Add:

55 + 27 = _____

$$\begin{array}{r} 15 \\ +\ 88 \\ \hline \end{array}$$

53 Addition: three 2-digit numbers, with trading

Add:

51 + 28 = _____

$$\begin{array}{r} 25 \\ +82 \\ \hline \end{array}$$

54 WP Add.type1, using 2-digit nos.

a) Joan has 13 ribbons, and Mary gives her 18 more. How many ribbons will Joan have?_____

b) Ahmad has 24 balloons, his sister has 3 balloons and his brother has 8 balloons. How many balloons altogether?_____

55 WP Add.type2: Ali has 3, Bob has 4 MORE, how many has Bob

Joan has 13 ribbons, and Mary has 7 more ribbons than Joan. How many ribbons does Mary have _____

56 WP Add.type3: Ali has 6, which is 4 LESS than Bob, how many has Bob

Ahmad weighs 41 kilos. He weighs 8 kilos less than his older brother. How much does his older brother weigh?

_____

57 WP Add.type4: If six birds die we'll have 9 left. How many

a) Joan lost 13 beads, and now she has only 8 beads left. How many beads did she have before?

_____

b) Ahmad invited all his classmates to his birthday party. 16 students came and 9 did not come. How many classmates does Ahmad have? How many STUDENTS altogether are in Ahmad's class?

_____

_____

_____

58 Patterns: Recognise a pattern in a series of numbers

Complete the following:

a) 1, 5, 9, 13, 17, ___, ___, ___, ___

b) 1, 2, 4, 5, 7, 8, 10, 11, ___, ___, ___, ___, ___

59 Shapes: square, rectangle, circle, triangle

Draw the following shapes:

Square: Rectangle:

Circle: Triangle:

60 Shapes: sphere, cylinder, cube, cone

Draw the following shapes:

Cube: Cylinder:

Sphere: Cone:

61 Shapes: Find no. of sides and corners in given figure

Draw a figure with six sides. How many corners does it have?

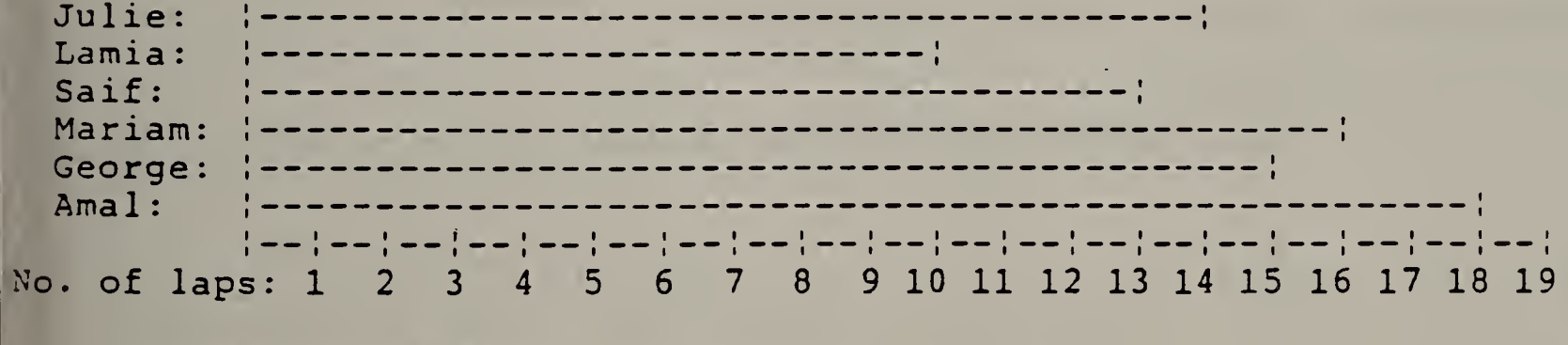
62 Shapes: Symmetry: Draw figure with "matching parts"

Draw a square: Draw a line through it to cut it into two matching parts.

Draw a "heart": Draw a line through it to cut it into two matching parts.

63 Graph: Reading a bar graph

The graph shows the laps some of the children swam at a swimming gala. The vertical line at the end helps you see that Julie swam 14 laps:



Who swan 15 laps? _____

Who swan 10 laps? _____

Who swam most laps? _____

Who swam fewer laps than Mariam but more laps than Julie? _____

64 Graph: Draw a graph using tally marks

Use the data below to draw a graph using tally marks:

Listed below are the number of cookies each child ate:

Hanna: 5 Hani: 7 Nadine: 2 Mona: 3

65 Picture Graphs: Each symbol representing many items

This is the result of asking second grade students what they eat at noc

```
Eat hot lunch     : * * * * * * *
Eat sandwiches    : * * * * * * * * * * * * * * *
Eat chips         : * * * *
Eat nothing       : *
```

Each '*' means 10 people.

a) How many people eat chips? _____

b) How many people do NOT eat hot lunch? _____

c) How many more students eat sandwiches than hot lunch? _____

d) How many less people eat chips than hot lunch? _____

66 Subtraction: 2-digit numbers, no trading

Find the difference:

79	87	64
-26	- 5	-10

65 - 51 = _____ 89 - 13 = _____

67 Subtraction: 2-digit numbers, trading tens

Find the difference:

76	83	60
-29	- 5	-14

65 - 56 = _____ 80 - 13 = _____

68 Subtraction: Check the result of subtraction by addition

Subtract 12 - 3 = _____

Check the result by addition: _____ + _____ = _____

69 Tables: Reading price from a table

This table gives the prices of certain items sold in a shop:

ITEM	PRICE in Dirhams
Pencil	1
Copybook	4
Pencil case	3
School bag	53
Eraser	2

a) Which item costs 3 Dirhams? _____

b) Which item is the cheapest? _____

c) Which item costs more than a pencil case but less than a school bag?

_____

70 Addition: Find price of n similar items by addition

One book costs 13 Dirhams

How much do three books cost? _____

How much do five books cost? _____

71 Measurement: Measure length using "paperclip" ruler

Make a ruler calibrated in paperclips. About how many paperclips is the length of your pencil?

_____

72 Measurement: length using cm ruler

About how many cm is the length of your pencil? _____

3 Measurement: Estimate length to the nearest cm

About how long is your shoe?

74 Place value: Write 3-digit number given figure

Write the number:

3 squares each of 100 pieces, 9 sticks each of ten pieces, and 5 ones:

_____

75 Place value: Given 3 digit number in words, write in numerals

Write the number:

Two hundred forty-six: _____ Four hundred and seven: _____

76 Place value: Write the number: x hundreds n tens and m ones

Write the number:

2 hundreds, 9 tens and 5 ones: _____

5 ones, 4 hundreds and 8 tens: ____

77 Counting: Write number that comes after given 3-digit number

What number comes AFTER 472? _____

78 Counting: Write number that comes before given 3-digit number

What number comes BEFORE 472? _____

79 Place value: value of each digit from units to 100s place

What is the value of 8 in each of these numbers?

892 _____ 785 _____ 208 _____

80 Measurement: Measure the perimeter of a rectangle

Perimeter means distance around. Find the perimeter of the figure:

81 Addition: adding 10 to a number

Give the number 10 more than 426: _____

82 Subtraction: take away 10 from a number

Give the number 10 less than 426:

83 Addition: adding 100 to a number

Give the number 100 more than 426: _____

84 Subtraction: take away 100 from a number

Give the number 100 less than 426: _____

85 Addition: 3-digits, no trading

Add:

205 + 73 = _____ 46 + 822 = _____

86 Subtraction: 3-digits, no trading

Take away:

785 - 62 = _____ 646 - 215 = _____

87 Comparing: Smaller, smallest, bigger, biggest, shorter etc.

Look at the three lines, A, B and C:

_____ A _____B _____C

Which is shorter, A or C? _____

Which is the longest? _____

Which is longer, A or B"? _____

Which is the shortest? _____

88 Comparing numbers up to hundreds

Write '<' (less than) or '>' (more than) in each [_]

29 [_] 21 375 [_] 355 762 [_] 758

89 Addition: 3-digit to 2-digit numbers, trading once

Add:

205 + 79 = _____ 42 + 897 = _____

90 Addition: 3-digit to 3-digit numbers, trading once

Add:

585 + 407 = _____ 435 + 482 = _____

91 Addition: Column addition

		589
27	354	314
8	286	216
+36	+ 75	+176

93 WP Add.type1, using 3-digit nos.

a) Joan has 113 shells, and Mary gives her 88 more. How many shells will Joan have?

_____

b) Ahmad put 24 carrots in a bag. His sister put 13 carrots in the same bag, and his brother put 42 more. How many carrots in the bag altogether?

_____

94 WP Add.type2, using 3-digit nos.

A school had 312 students last year, and this year it has 72 more than last year. How many students does the school have this year?

_____

95 WP Add.type3, using 3-digit nos.

Ahmad weighs 410 dirhams, but he has less than his sister by 91 Dirhams. How much money does his sister have?

_____

96 WP Add.type4, using 3-digit nos.

a) James bought a toy car for 135 Dirhams, and now he has only 86 Dirhams left. How many Dirhams did he have before?

_____

b) Ahmad invited all his classmates to his birthday party. They ate 120 pieces of cake, and 55 pieces of cake were left. How many pieces of cake did he have at the beginning?

_____

_____

97 Subtraction: 3-digit numbers, trading hundreds

Find the difference:

706	838	664
-213	- 55	-184

868 - 87 = _____ 408 - 27 = _____

98 Subtraction: 3-digit numbers, two trades

Find the difference:

701	832	643
-213	- 55	-184

864 - 187 = _____ 408 - 79 = _____

99 WP Subt.type2, using 3-digit nos.

a) A Jumbo jet can take 515 passengers, and a Air Bus can take 336. many more passengers can the Jumbo jet take?

_____

b) Ahmad can eat 145 peanuts, and Sammy can eat 112 peanuts. Who eat more peanuts? How many more?

_____, _____

100 WP Subt.type3, using 3-digit nos.

a) James has 175 toys and Ali has 80 toys . How many fewer toys has A

_____

b) Ahmad saved 195 stamps and Sammy saved 136 stamps. Who saved fe stamps? How many fewer?

_____, _____

101 Multiplication: find sum by repeated addition

* * * *

* * * *

Two fours are how many? _____

102 Multiplication: Meaning of product (using drawings)

Five twos = _____ 5 x 2 = _____

three fives = _____ 3 x 5 = _____

103 Multiplication: Meaning of product (using drawings)

O O O O O O O O
Four twos equal 8. We write: 4 x 2 = 8

Complete the following:

O O O O O O

Three twos = _____. We write: ___ x ___ = ___

Two fours = _____. We write: ___ x ___ = ___

Four threes = _____. We write: ___ x ___ = ___

Two fives = _____. We write: ___ x ___ = ___

104 Multiplication: Find a product without drawings

4 x 5 = _____

$$\begin{array}{r} 3 \\ \times\ 2 \\ \hline \end{array}$$

105 Multiplication: Memorising the sums

We multiply when we add the same number to itself many times. We fi the answer by addition, but we must memorise the answer o multiplication. The sums we memorise are called the multiplicatio tables

e.g. We must remember that 2 x 2 = 4, that 4 x 3 = 12, and so on

106 Multiplication by 2

Complete the following:

4 x 2 = _____ 3 x 2 = _____ 5 x 2 = _____

107 Multiplication by 3

Complete the following:

5 x 3 = _____ 4 x 3 = _____ 3 x 3 = ____

108 Multiplication by 4

Complete the following:

5 x 4 = _____ 4 x 4 = _____ 2 x 4 = ____

109 Multiplication by 5

Complete the following:

4 x 5 = _____ 3 x 5 = _____ 5 x 5 = ____

110 Multiplication by 1

A number multiplied by one does not change, because it is the numb taken once only:

1 x 5 = _____ 8 x 1 = _____ 1 x 1 = ____

111 Multiplication by 0

A number multiplied by zero is always zero, because it is the numb taken zero times (that is, no times at all):

0 x 4 = _____ 7 x 0 = _____ 1 x 0 = ____

112 WP Mult.type1: 3 boxes, each box has 4 balls, how many balls

a) James has 15 toy cars and Ali has 8 toy cars . How many fewer ca has Ali? _____

b) Ahmad won 9 games and Sammy won 12 giames. Who won fewer games? H many less? _____, _____

113 Multiplication in reverse: How many 2s in 6?

a) How many 2s are there in 8? _____

b) How many 3s in 9? _____

114 Fractions: Naming equal parts (halves, etc.)

a) A square is divided into two EQUAL parts. What is each part called?

_____

b) Draw a circle. Divide it into 4 equal parts. What is each part called? _____

c) Below is a line divided into three parts. Is each part called a third? Why not?

---|---|---|

What is the big part of the line called (measure it)? _____

What is each of the smaller parts of the line called? _____

115 Fractions: Show fraction of given no. of objects

For each group of 8 stars, circle the fraction written under them.

★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★	★ ★ ★ ★ ★ ★ ★ ★
one half	one eighth	one fourth	three eighths

★★★★★★★★★★★★★★★★★★★★★★

Copyright © 1991
The International School of Minnesota, Inc.
All Rights Reserved

Concept	Page
1 Addition: Sums through 18	1
2 Subtraction: Differences through 18	1
3 Pl.V(Place value): Write the number n tens and m ones	1
4 Pl.V: Write the number x hundreds n tens and m ones	1
5 Add.: 2-digit (2-d) to 2-d numbers, trading tens	1
6 Subt.: 2-d numbers, trading tens	2
7 Add.: 3-d to 3-d numbers, trading hundreds	2
8 Subt.: 3-d numbers, two trades	2
9 Subt.: 3-d numbers across middle zero	2
10 Add.: Three addends	2
11 Graph: Reading a (bar) graph	3
12 Add./subt. fact families	3
13 WP Simple add. and subt.	4
14 WP Add./subt.comparison: Find the difference	4
15 WP Add./subt.comparison: Given the difference	4
16 WP Add./subt.: Several steps	5
17 Pl.V: Write the number x 1000s, y 100s, n 10s & m ones	5
18 Pl.V: units to 1000s place	6
19 Pl.V: Given number in words, write in numerals	6
20 Count.: Skip count by 10s, 100s, 1000s	6
21 Round to the nearest ten	6
22 Round to the nearest hundred	6
23 Round to the nearest thousand	7
24 Money: Dirhams and fils	7
25 Money: Dollars and cents	7
26 Round to the nearest ten dollar	7
27 Round to the nearest dollar	7
28 Pl.V: Given No.in words, write in numerals: millions	7
29 Pl.V: millions PERIOD	8
30 Pl.V: thousands period	8
31 Pl.V: ones period	8
32 WP Order: Draw and find the order	8
33 Comparing numbers using =, < and >	8
34 Comparing 5-d numbers using =, < and >	8
35 Add.: dollars and cents to dollars and cents	9
36 Subt.: Dollars and cents from dollars and cents	9
37 Estim.: Round to nearest 10 then ADD	9
38 Estim.: Round to nearest 100 then ADD	9
39 Estim.: Round to nearest dollar then ADD	9
40 Estim.: Round to nearest 1000 then ADD	9
41 Add.: Column addition	10
42 Add.: Large numbers	10
43 Add.: several numbers in horizontal format	10
44 Estim.: Round to nearest 10 then SUBTRACT	10
45 Estim.: Round to nearest 100 then SUBTRACT	10
46 Estim.: Round to nearest dollar then SUBTRACT	10
47 Estim.: Round to nearest 1000 then SUBTRACT	10
48 Subt.: Large numbers	11
49 Subt.: Dollars and cents across middle zero	11
50 Table, 2 columns: Listing one property of objects	11
51 WP Guess & check: Given sum & diff., find both Nos.	12
52 Multiplic.: 4 twos = 8. We write: 2 x 4 = 8	12
53 Multiplic. by 2 (mental maths)	12
54 Multiplic. by 3 (mental maths)	12
55 Multiplic. by 4 (mental maths)	13
56 Multiplic. by 5 (mental maths)	13
57 Multiplic. by 6 (mental maths)	13

58 Multiplic. by 7 (mental maths) 13
59 Multiplic. by 8 (mental maths) 13
60 Multiplic. by 9 (mental maths) 13
61 Multiplic. by 0 (mental maths) 13
62 Multiplic. by 1 (mental maths) 14
63 Multiplic. is commutative (examples) (mental maths) 14
64 Multiplic.: Find missing factor (6 x __ = 48) (mental maths) . 14
65 WP multiplic. 1 step: 5 boxes, 4 balls/box 14
66 Multiples: Give multiples of given number (mental maths) 14
67 Numbers: Recognise even numbers 15
68 Numbers: Recognise odd numbers 15
69 Factors: Give missing factor of given number (mental maths) .. 15
70 WP make a list of possible combinations 15
71 Flow Chart: symbol of START, STOP, INSTRUCTION, QUESTION 15
72 Sets: Find object inside circle AND square 16
73 Factors: Give ALL factors of given number 16
74 Div.:How many twos are in 8? We write: 8 - 2 = 4 16
75 Div. by 2 (mental maths) 16
76 Div. by 3 (mental maths) 17
77 Div. by 4 (mental maths) 17
78 Div. by 5 (mental maths) 17
79 Div. by 6 (mental maths) 17
80 Div. by 7 (mental maths) 17
81 Div. by 8 (mental maths) 17
82 Div. by 9 (mental maths) 18
83 Div.: dividing zero by any number (mental maths) 18
84 Div. by 1 (mental maths) 18
85 Div. is NOT commutative (examples) 18
86 Div.:Find missing factor (48 - __ = 6) (mental maths) 18
87 Div. by 1-d: 1-d quotient and remainder 18
88 Multiplic./div. fact families 19
89 WP Multiplic.:2steps: 6 packs, 8 boxes/pack, 4 balls/box 20
90 WP Multiplic.: 'A' is n times as large as B. Given B 20
91 WP Div.: no rem.: 45 pens divided equally over 5 boxes 20
92 WP Div, no Rem: 48 pens, 8 pens/box, how many boxes 20
93 WP Div.: add one for rem.: 26 boys, 4 boys/car 21
94 WP Div.: ignore remainder: $26, $4/book 21
95 Div.: 'A' is n times as large as B. Given A 21
96 Div.: Given A and B, How many times is A as large as B 21
97 Table, 3 columns: Listing 2 properties of objects 21
98 WP:Make a table of multiples: 3 games = 5 min, 12 games = ? .. 22
99 Time: Hour, half hour, quarter hour 22
100 Time: minutes (e.g. 7:33) 22
101 Time: Hours & minutes, before and after 22
102 Time: a.m. and p.m. 23
103 Time: 60 sec = 1 min 23
104 Time: 60 min = 1 hr 23
105 Time: 24 hours = 1 day 23
106 Time: 7 days = 1 week 23
107 Time: tell time: 6:05, use of 'past' & 'to' 23
108 Measure a line to the nearest centimetre 24
109 Distance: Know that 1 m = 100 cm 24
110 Distance: Know that 1 km = 1000 m 24
111 Distance: Estimating distance in m and km 24
112 Shapes: Square, rectangle, circle, triangle 24
113 Perimeter of a rectangle, triangle, etc 24
114 Area:Find, in square cm, of given figure 25
115 Volume: Find, in cubic cm, of given figure 25
116 Volume: estimating volume of cup in mL 25
117 Weight: Estimating weight of objects 26

118 Temperature: Estimate temperatures 26
119 Multiplic.: 1-d by mult-of-10, 100, 1000 26
120 Multiplic.: 3 numbers 26
121 Multiplic. 2-d x 1-d: 36 x 4 = (30x4) + (6x4) 26
122 Multiplic. 2-d x 1-d, trading ones 27
123 Multiplic. 2-d x 1-d, trading ones and tens 27
124 Multiplic. 3-d x 1-d, 2 or more trades 27
125 Estim.: 1x3d:Round to nearest 10 then MULTIPLY 27
126 Estim.: 1x4d: Round to nearest 100 then MULTIPLY 27
127 Estim.: Round to nearest dollar then MULTIPLY 27
128 Mult.large number x 1-d, 2 or more trades 28
129 Multip. of money by 1-d numbers 28
130 WP mult.& subt/add: Lost 5 x 4, left with 8, how many before? 28
131 Div. by 1-d: Mental maths: e.g. 60 div. by 3 28
132 Div. by 1-d: 2-d quotient & remainder 28
133 Div. by 1-d: 3-d quotient and remainder 29
134 Div. by 1-d: Zero in the quotient 29
135 Div. by 1-d: with money 29
136 Finding averages 29
137 Estim.: Round to nearest 10 then DIVIDE by 1-d 29
138 Estim.: Round to nearest dollar then DIVIDE by 1-d 29
139 Fractions: Naming EQUAL parts (halves, etc.) 30
140 Fractions: Show fraction of given set of objects 30
141 Fractions: Equivalent fractions name same amount 30
142 Fractions: Recognise equivalent fractions 31
143 Fractions: Lowest terms 31
144 Fractions: Comparing fractions 31
145 Fractions: know that 1/2 of 6 means 6 div.2, etc. 31
146 Fractions: 2/3 of 6 means (6div.3)x2, etc. 31
147 Fractions: mixed numerals:eg 3 2/3. 32
148 Fractions: meaning of numerator & denominator 32
149 Fractions: Write improper fraction as mixed number 32
150 Fractions: Add. & subt. like denominator 32
151 Fractions: Add. & subt. mixed numerals, like denominator 32
152 Fractions: Add. & subt. unlike denominator 33
153 Shapes: cone, cube, cylinder, sphere 33
154 Multiplic.: Mult-of-10 by mult-of-10 33
155 Multiplic. 2-d x 2-d 33
156 Estim.: 2-d x 2-d Round to nearest 10 then MULTIPLY 33
157 Estim.: 2d x money: Round to nearest dollar and 10 then MULTI 34
158 Multiplic,: 3-d x 2-d, 2 or more trades 34
159 Multiplic.: Money by 2-d numbers 34
160 Div.: 3-d Mult-of-10 by 2-d mult-of-10 34
161 Div.: 3-d No. by 2-d multiple of 10 34
162 Div. by 2-d: 1-d quotient and remainder 34
163 Div. by 2-d: 2-d quotient & remainder 35
164 Decimals: Tenths: Fractions of 10 (e.g. 0.6) 35
165 Decimals: Whole numbers & tenths (e.g. 3.6) 35
166 Decimals: Hundredths: Fractions of 100 (e.g. 0.26) 36
167 Decimals: Whole numbers & hundredths (e.g. 3.46) 36
168 Comparing decimals using =, < and > 36
169 Decimals: Adding and subtracting 37

Basic Concepts of 4th Grade Maths

1 Addition: Sums through 18

Find the sum: 6 + 7 = _____.

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

2 Subtraction: Differences through 18

Find the difference: 15 - 9 = _____.

$$\begin{array}{r} 16 \\ -7 \\ \hline \end{array}$$

3 Pl.V(Place value): Write the number n tens and m ones

Write the number:

7 tens and 6 ones: _____ 4 ones and 3 tens: ____

4 Pl.V: Write the number x hundreds n tens and m ones

Write the number:

2 hundreds, 9 tens and 5 ones: _____

5 ones, 4 hundreds and 8 tens: ____

5 Add.: 2-digit (2-d) to 2-d numbers, trading tens

Find the sum: 6 + 7 = _____.

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

Add:

52 + 7 = _____ 6 + 81 = _____

52 + 27 = _____ 15 + 83 = _____

5 + 79 = _____ 46 + 7 = _____

55 + 27 = _____ 15 + 88 = _____

6 Subt.: 2-d numbers, trading tens

Find the difference:

15 - 9 = _____.

$$\begin{array}{r} 16 \\ -7 \end{array} \qquad \begin{array}{r} 76 \\ -29 \end{array} \qquad \begin{array}{r} 83 \\ -\ 5 \end{array} \qquad \begin{array}{r} 60 \\ -14 \end{array}$$

65 - 56 = _____ 80 - 13 = _____

7 Add.: 3-d to 3-d numbers, trading hundreds

Add:

205 + 79 = _____ 46 + 897 = _____

585 + 427 = _____ 915 + 808 = _____

8 Subt.: 3-d numbers, two trades

Find the difference:

$$\begin{array}{r} 706 \\ -213 \end{array} \qquad \begin{array}{r} 838 \\ -\ 55 \end{array} \qquad \begin{array}{r} 664 \\ -184 \end{array} \qquad \begin{array}{r} 701 \\ -213 \end{array} \qquad \begin{array}{r} 832 \\ -\ 55 \end{array} \qquad \begin{array}{r} 643 \\ -184 \end{array}$$

864 - 187 = _____ 408 - 79 = _____

9 Subt.: 3-d numbers across middle zero

Find the difference: $\begin{array}{r} 702 \\ -213 \end{array}$ $\begin{array}{r} 803 \\ -\ 55 \end{array}$ $\begin{array}{r} 600 \\ -184 \end{array}$

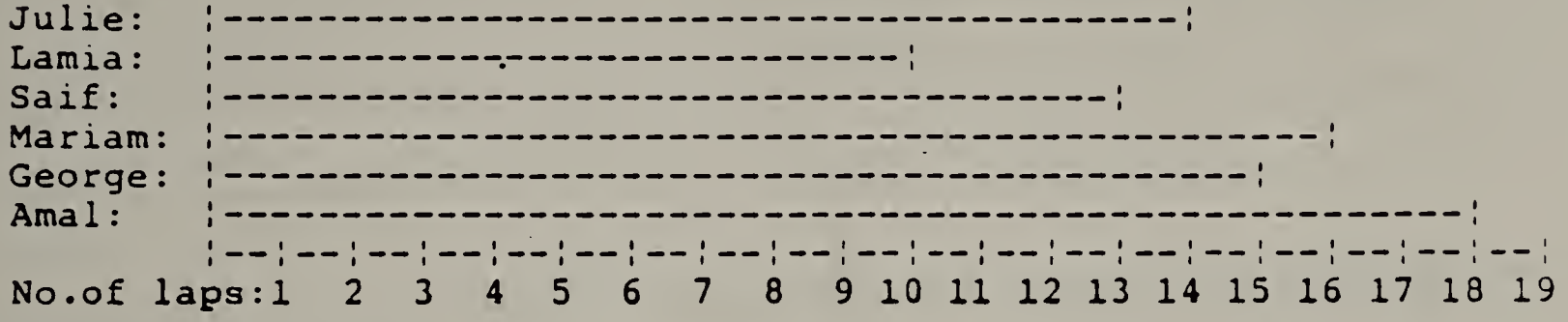
806 - 387 = _____ 405 - 79 = _____

10 Add.: Three addends

623 + 482 + 198 = _____

11 Graph: Reading a (bar) graph

The graph shows some of the laps children swam at a swimming gala. The vertical line at the end helps you see that Julie swam 14 laps:



Who swan 15 laps? _____

Who swan 10 laps? _____

Who swam most laps? _____

Who swam fewer laps than Mariam but more laps than Julie?

_____

12 Add./subt. fact families

The three numbers 4, 5, and 9 form a 'fact family' because we can write four facts about them:

1. 4 + 5 = 9
2. 5 + 4 = 9
3. 9 - 4 = 5
4. 9 - 5 = 4

Exercise:

1. Write four facts about these three numbers: 8, 13, 5.

   1. _____
   2. _____
   3. _____
   4. _____

2. Complete the following to make each true:

   a) 5 + 8 = _____
   b) 6 + _____ = 13
   c) 12 + _____ = 17
   d) _____ + 8 = 18
   e) _____ - 5 = 17
   f) 15 - _____ = 8

13 WP Simple add. and subt.

1. Class 4B has 27 children. Class 4C has 26 children. How many childre in both classes?

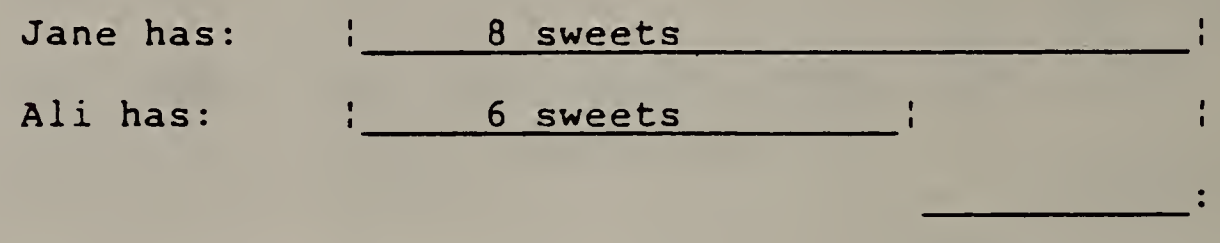
_____

2. Class 2A has 26 students. 14 of them are boys. How many girls in 2A?

_____

14 WP Add./subt.comparison: Find the difference

1. Jane has 8 sweets Ali has 6 sweets. Who has more sweets? How man more?



Who has more sweets? _____

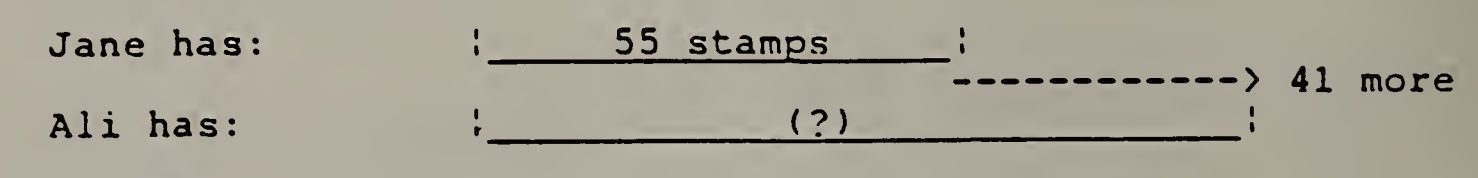
How much more? (what is the difference?) _____

2. Jane has 38 sweets. Ali has 9 sweets. Who has fewer sweets? How man fewer?

_____

15 WP Add./subt.comparison: Given the difference

1. Jane has 55 stamps. Ali has 41 stamps more than Jane. How many stamp has Ali?

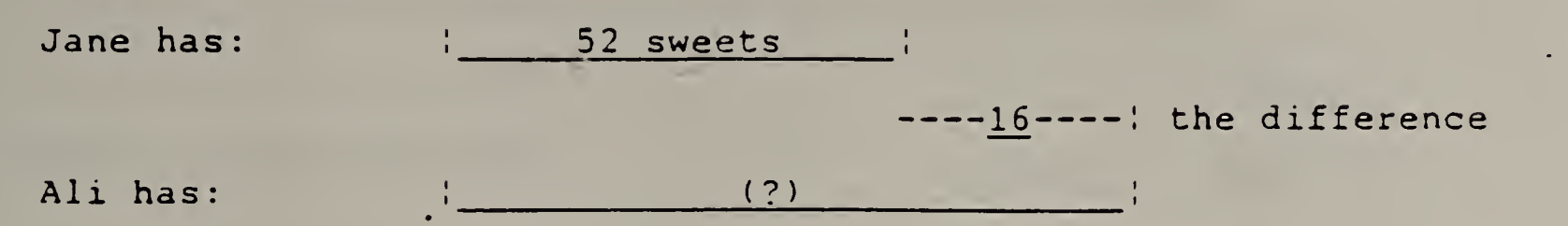


Ali has: _____

2. Betty has 17 pens, which is 4 more than Ali has. How many has Ali?

_____

3. Jane has 52 sweets. Jane has 16 sweets LESS than Ali. How many sweets has Ali?



Ali has: _____

4. Jane has 15 shells now, 4 more than she has yesterday. How many shells did she have yesterday?

Jane had: _____

16 WP Add./subt.: Several steps

1. Carl bought an icecream cone for three Dirhams, then he bought a set of coloured pencils for 15 Dirhams. He had 23 Dirhams left. How much money did he have before?

_____

2. A bus left Wanta Village with 23 passengers on board. When it stopped at the first station, 3 passangers got off and 7 got on. At the second station 4 got off and 1 got on. Its last stop was Gloria Town. How many passengers got off in Gloria Town?

_____

_____

17 Pl.V: Write the number x 1000s, y 100s, n 10s & m ones

Write the number:

2 thousands, 4 hundreds, 7 tens and 6 ones: _____

5 ones, 4 hundreds, 8 tens and 3 thoussands: ____

The probability of sex of second child (Ind.Evt)

18 Pl.V: units to 1000s place

What is the value of 8 in each of these numbers?

3,892 _____ 7,785 _____

4,208 _____ 8,340 _____

19 Pl.V: Given number in words, write in numerals

Write the number:

Two hundred forty six: _____ four hundred and s

_____

Four thousand, two hundred and three: _____

Five hundred and three thousand, four hundred and seventy eight

_____

20 Count.: Skip count by 10s, 100s, 1000s

1. 0, 10, ___, ___, ___
2. 140, 130, 120, ___, ___, ___,
3. 123, 223, 323, ____, ____,
4. 5213, 5113, _____, _____, _____,
5. 9173, 10173, 11173, _____, _____,
6. 85345, 84345, 83345, _____, _____,

21 Round to the nearest ten

48 ____ 55 ____ 93 ____ 472 ____

22 Round to the nearest hundred

482 ____ 1555 ____ 938 ____ 450 ____

23 Round to the nearest thousand

18482 ____ 17555 ____ 4938 ____ 850 ____

24 Money: Dirhams and fils

1. How many fils make 1 dirham? _____
2. How many fils are Dh2? _____
3. 300 fils are how many dirhams? _____
4. Write 243 fils in dirhams and fils (with a point '.') _____

25 Money: Dollars and cents

1. How many cents make 1 dollar? _____
2. How many cents are $2? _____
3. 300 cents are how many dollars? _____
4. Write 243 cents in dollars and cents (with a point '.') _____

26 Round to the nearest ten dollar

$873 ____ $566 ____ $2655 ____

27 Round to the nearest dollar

$8.45 ____ $5.55 ____ $6.50 ____

28 Pl.V: Given No.in words, write in numerals: millions

Write the numbers:

Two hundred forty six thousand, three hundred fifty one: _____

Forty million, hundred seventy three thousand and three: _____

29 Pl.V: millions PERIOD

1. What is the value of 8 in each of these numbers?

   8,392,435 _____ 785,479,132 _____

2. Which digits are in the millions period in 143,256,897? _____

30 Pl.V: thousands period

Which digits are in the thousands period in 143,256,897? _____

31 Pl.V: ones period

Which digits are in the ones period in each of:

8,392,435 _____ 785,479,132_____

32 WP Order: Draw and find the order

Carl is younger than Mary. Roger is older than mary. David's age is between Mary's and Roger's. Who is the youngest?

---

33 Comparing numbers using =, < and >

Write < (less than) or > (more than) in each [_]

29 [_] 21 375 [_] 355 8,762 [_] 8,758

34 Comparing 5-d numbers using =, < and >

Write < (less than) or > (more than) in each [_]

82,829 [_] 82,856 10,375 [_] 10371 98,762 [_] 89,798

35 Add.: dollars and cents to dollars and cents

$4.79 + $2.48 = _____ $9.87 + $4.56 = _____

$4.69 + $0.41 = _____ $9.76 + $0.05 = _____

36 Subt.: Dollars and cents from dollars and cents

$4.79 - $2.48 = _____ $9.00 - $4.56 = _____

$4.69 - $0.81 = _____ $9.06 - $0.07 = _____

37 Estim.: Round to nearest 10 then ADD

Estimate to the nearest 10:

37 + 54 = _____ 175 + 418 = _____

38 Estim.: Round to nearest 100 then ADD

Estimate to the nearest 100:

372 + 546 = _____ 3713 + 2180 = _____

39 Estim.: Round to nearest dollar then ADD

Estimate to the nearest dollar:

$3.75 + 8.55 = _____ $7.35 + 1.80 = _____

40 Estim.: Round to nearest 1000 then ADD

Estimate to the nearest 1000:

3502 + 5469 = _____ 17500 + 21802 = _____

41 Add.: Column addition

		589
27	354	314
8	286	216
+36	+ 75	+176

42 Add.: Large numbers

4,792,145
+2,487,082

43 Add.: several numbers in horizontal format

26 + 7 + 35 = _____ 6263 + 418 + 4085 + 15 = _____

44 Estim.: Round to nearest 10 then SUBTRACT

Estimate to the nearest 10:

54 - 37 = _____ 418 - 175 = _____

45 Estim.: Round to nearest 100 then SUBTRACT

Estimate to the nearest 100:

372 - 146 = _____ 3713 - 2180 = _____

46 Estim.: Round to nearest dollar then SUBTRACT

Estimate to the nearest dollar:

$3.75 - 2.55 = _____ $7.30 - 1.85 = _____

47 Estim.: Round to nearest 1000 then SUBTRACT

Estimate to the nearest 1000:

7505 - 5449 = _____ 37500 - 21602 = _____

48 Subt.: Large numbers

```
  4,792,145
-2,487,082
```

49 Subt.: Dollars and cents across middle zero

Find the difference:

$7.01	$8.00	$9.03
-2.13	- 5.15	-1.54

$8.07 - $3.85 = _____ $14.08 - $10.69 = _____

50 Table, 2 columns: Listing one property of objects

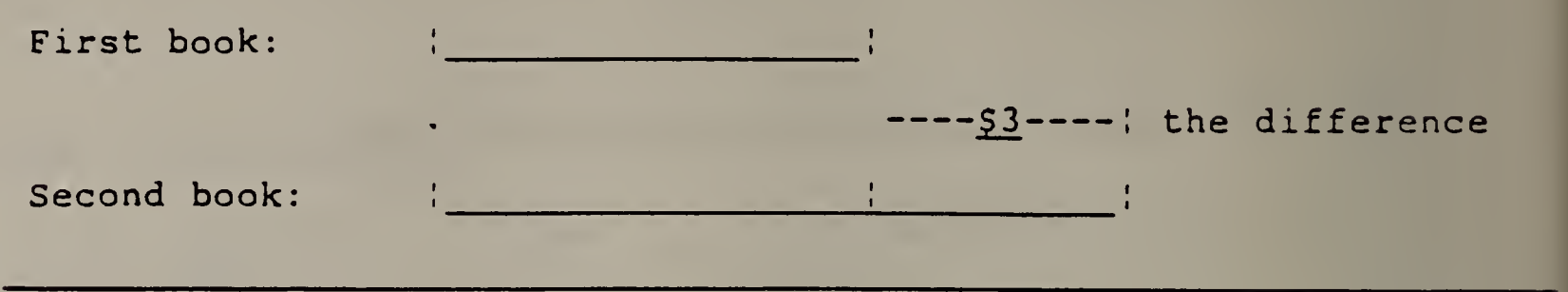
This table gives the prices of certain items sold in a shop:

ITEM	PRICE in Dirhams
Pencil	1
Copybook	4.50
Pencil case	3.25
School bag	53
Eraser	2.5

1. Which item costs 3.25 Dirhams? _____
2. Which item is the cheapest? _____
3. Which item costs more than a pencil case but less than a school bag?
4. How much is an eraser cheaper than a pencil case? _____

51 WP Guess & check: Given sum & diff., find both Nos.

Sara spent $15 for two books. One book cost three Dollars more than the other. How much did the higher priced book cost?



---

52 Multiplic.: 4 twos = 8. We write: 2 x 4 = 8

O O O O O O O O

Four twos equal 8. We write: 4 x 2 = 8

Complete the following:

O O O O O O

Three twos = _____. We write: ___ x ___ = ___

Two fours = _____. We write: ___ x ___ = ___

Four threes = _____. We write: ___ x ___ = ___

Two fives = _____. We write: ___ x ___ = ___

53 Multiplic. by 2 (mental maths)

Complete the following:

4 x 2 = _____ 7 x 2 = _____ 9 x 2 = _____

54 Multiplic. by 3 (mental maths)

Complete the following:

5 x 3 = _____ 8 x 3 = _____ 7 x 3 = _____

55 Multiplic. by 4 (mental maths)

Complete the following:

6 x 4 = _____ 7 x 4 = _____ 9 x 4 = _____

56 Multiplic. by 5 (mental maths)

Complete the following:

5 x 5 = _____ 8 x 5 = _____ 7 x 5 = _____

57 Multiplic. by 6 (mental maths)

Complete the following:

6 x 6 = _____ 8 x 6 = _____ 9 x 6 = _____

58 Multiplic. by 7 (mental maths)

Complete the following:

7 x 4 = _____ 8 x 7 = _____ 9 x 7 = _____

59 Multiplic. by 8 (mental maths)

Complete the following:

8 x 8 = _____ 6 x 8 = _____ 9 x 8 = _____

60 Multiplic. by 9 (mental maths)

Complete the following:

8 x 9 = _____ 7 x 9 = _____ 9 x 9 = _____

61 Multiplic. by 0 (mental maths)

Complete the following:

5 x 0 = _____ 8 x 0 = _____ 0 x 7 = _____

62 Multiplic. by 1 (mental maths)

Complete the following:

1 x 6 = _____ 8 x 1 = _____ 9 x 1 = ____

63 Multiplic. is commutative (examples) (mental maths)

Complete the following:

7 x ___ = 4 x 7 8 x ____ = ____ x 3 __ x 7 = 9 x

64 Multiplic.: Find missing factor (6 x = 48) (mental maths)

Find the missing factor:

8 x ___ = 40 6 x ___ = 54 9 x ___ = 63

65 WP multiplic. 1 step: 5 boxes, 4 balls/box

1. We have 5 boxes. Each box has six pens. How many pens in all?

   _____

2. To make an ice-cream soda you need to pour one bottle of 7-Up o scoops of ice-cream. How many scoups of ice-cream do you need to 4 ice-cream sodas?

   _____

66 Multiples: Give multiples of given number (mental maths)

Give the multiples of:

8 : ____, ____, ____, ____, ____, ____, ____, ____,

3 : ____, ____, ____, ____, ____, ____, ____, ____,

9 : ____, ____, ____, ____, ____, ____, ____, ____,

67 Numbers: Recognise even numbers

Circle the even numbers: 5, 3, 2, 8, 22, 12, 13, 14, 15, 77, 86

68 Numbers: Recognise odd numbers

Circle the odd numbers: 5, 4, 7, 18, 21, 12, 15, 54, 50, 77, 100

Count in odd numbers: 1, 3, 5, __, __, __, __,

69 Factors: Give missing factor of given number (mental maths)

Give the missing factor:

a) 5 x ___ = 40

b) 7 x ___ = 63

c) 12 x ____ = 0

d) _____ x 8 = 8

e) ____ x 5 = 35

f) 15 x ____ = 30

70 WP make a list of possible combinations

1. Mary can chose one drink and one fruit. How many differrent choices does mary have? Make a list.

   Drinks: Milk; cola; juice Fruit: Apple; pear

1._____ 2._____

3._____ 4._____

5._____ 6._____

71 Flow Chart: symbol of START, STOP, INSTRUCTION, QUESTION

What symbol is used for each of START, STOP, INSTRUCTION, QUESTION?

1._____ 2._____

3._____ 4._____

72 Sets: Find object inside circle AND square

Draw a circle and a square such that:

'A' is inside the circle and the square.
'B' is inside the circle only.
'C' is inside the square only.

73 Factors: Give ALL factors of given number

Give ALL the factors of:

8 : ____, ____, ____, ____, ____, ____, ____, ____,

9 : ____, ____, ____, ____, ____, ____, ____, ____,

12: ____, ____, ____, ____, ____, ____, ____, ____,

74 Div.:How many twos are in 8? We write: 8 - 2 = 4

O O O O O O O O

We find four twos in 8. We write: 8 - 2 = 4

Complete the following:

O O O O O O

How many threes are in 6? = _____. We write: 6 - 3 = ___

How many fours are in 8? = _____. We write: ____ - ___ = ___

How many threes are in 12? = _____. We write: ____ - ___ = ___

How many fives are in 20? = _____. We write: ____ - ___ = ___

75 Div. by 2 (mental maths)

Complete the following:

8 - 2 = _____ 14 - 2 = _____ 18 - 2 = ____

76 Div. by 3 (mental maths)

Complete the following:

15 - 3 = _____ 24 - 3 = _____ 21 - 3 = _____

77 Div. by 4 (mental maths)

Complete the following:

24 - 4 = _____ 28 - 4 = _____ 36 - 4 = _____

78 Div. by 5 (mental maths)

Complete the following:

25 - 5 = _____ 35 - 5 = _____ 45 - 5 = _____

79 Div. by 6 (mental maths)

Complete the following:

36 - 6 = _____ 48 - 6 = _____ 54 - 6 = _____

80 Div. by 7 (mental maths)

Complete the following:

28 - 7 = _____ 56 - 7 = _____ 63 - 7 = _____

81 Div. by 8 (mental maths)

Complete the following:

64 - 8 = _____ 56 - 8 = _____ 72 - 8 = _____

82 Div. by 9 (mental maths)

Complete the following:

72 - 9 = _____ 63 - 9 = _____ 81 - 9 = ____

83 Div.: dividing zero by any number (mental maths)

Complete the following:

0 - 8 = _____ 0 - 3 = _____ 0 - 17 = ____

84 Div. by 1 (mental maths)

Complete the following:

6 - 1 = 8 - 1 = 9 - 1 =

85 Div. is NOT commutative (examples)

True or false?

7 - 4 ?=? 4 - 7 8 - 2 ?=? 2 - 8 6 - 6 ?=? 6 - 6

86 Div.:Find missing factor (48 - = 6) (mental maths)

Complete the following:

40 - ___ = 8 54 - ___ = 6 63 - ___ = 9

87 Div. by 1-d: 1-d quotient and remainder

Complete the following, showing quotients and remainders:

$5\overline{)23}$ $6\overline{)27}$ $9\overline{)44}$

88 Multiplic./div. fact families

The three numbers 4, 7, and 28 form a 'fact family' because we can write four facts about them. For example, if 4 (first factor) is multiplied by 7 (second factor), the product is 28. The four facts built around these three numbers are:

4 x 7 = 28

7 x 4 = 28

28 - 4 = 7

28 - 7 = 4

Exercise:

1. Write four facts about these three numbers: 8, 7, 56.

   1. _____

   2. _____

   3. _____

   4. _____

2. Complete the following to make each true:

   a) 5 x 8 = _____

   b) 64 [ ] 8 = 8

   c) 12 x _____ = 60

   d) _____ x 8 = 72

   e) 45 [ ] 5 = _____

   f) 15 x _____ = 45

   g) 9 x 4 = _____

   h) 120 [ ] 10 = 12

Two types of word problems can be constructed around four facts of multiplication/division:

1. Multiplication: Two factors are given, find their sum: 7 x 4 = ?

2. Division: The product and one factor are given, find the other factor: 28 / 7 = ???

The student should decide whether the 'given' fits the 1st or the 2nd type by answering these questions:

Are we GIVEN a number that is added to itself a GIVEN number of times, and are we REQUIRED TO FIND the total? In so we multiply the two given numbers.

89 WP Multiplic.:2steps: 6 packs, 8 boxes/pack, 4 balls/box

Given: 6 packs, 8 boxes/pack, 4 balls/box

Find: How many balls

Are we GIVEN a number that is added to itself a GIVEN number of times? _____

Are we REQUIRED TO FIND the total? _____

90 WP Multiplic.: 'A' is n times as large as B. Given B

A fully-grown crocodile is (on average) 20 times as long as a baby crocodile. If the baby crocodile is 15 cm long, how long is a fully grown crocodile?

Given: Crocodile is 20 times as long as baby, baby is 15 cm long

Find: How lomg is crocodile?

Are we GIVEN a number that is to be added to itself a GIVEN number of times? _____

Are we REQUIRED TO FIND the total? _____

_____

_____

91 WP Div.: no rem.: 45 pens divided equally over 5 boxes

We have 45 pens. If we divide them equally over 5 boxes, how many pens will go in each box?

_____

92 WP Div, no Rem: 48 pens, 8 pens/box, how many boxes

We have 56 pens. If we can put 8 pens in each box, how many boxes do we need?

_____

93 WP Div.: add one for rem.: 26 boys, 4 boys/car

26 boys are to go to the football game. A taxi can take 4 boys. How many taxis are needed?

_____

94 WP Div.: ignore remainder: $26, $4/book

A student wants to buy story books in a book sale. Each book costs $4. The student has $26. How manyn books can he buy?

_____

95 Div.: 'A' is n times as large as B. Given A

A fully-grown man is (on average) 25 times as heavy as a newly-born baby. If an average man weighs 75 kilograms, how heavy is a newly-born baby?

_____

96 Div.: Given A and B, How many times is A as large as B

A fully-grown man weighs (on average) 75 kilograms. A fully-grown dog weighs (on average) 15 kilograms. How many times is a fully grown average man as heavy as a fully-grown dog?

_____

97 Table, 3 columns: Listing 2 properties of objects

This table gives the size of some aircraft:

Aircraft	Wingspan	Length
DC-9	28 m	36 m
747	60 m	71 m
727	33 m	47

1. Which plane is the longest? _____

2. How much is the wingspan of the 727 more than that of the DC9?_____

3. Which plane has the shortest wingspan? _____

4. How much is the wingspan of the 727 less than that of the 747?_____

98 WP:Make a table of multiples: 3 games = 5 min, 12 games = ?

It takes 5 minutes to play 32 games. How long does it take to play 18 games? Make a table of multiples to help you:

Minutes: 5, 10, ____, ____, ____, ____, ____, ____, ____,

Games: 3, 6, ____, ____, ____, ____, ____, ____, ____,

_____

99 Time: Hour, half hour, quarter hour

Draw a watch which reads 'ten o'clock'

Draw a watch which reads 'half past three'

Draw a watch which reads 'quarter pst twelve'

100 Time: minutes (e.g. 7:33)

Draw a watch which reads '5:25'

Draw a watch which reads '4:05'

Draw a watch which reads '7:33'

101 Time: Hours & minutes, before and after

What time?

a) 4 hours before 2:00 p.m.? _____

b) 30 min before 2:00 p.m.? _____

c) 5 hours after 10:54 a.m.? _____

d) 25 minutes after 8:50 a.m.? _____

102 Time: a.m. and p.m.

a.m. or p.m.?

Mark had breakfast at 7:00 :_____

John had dinner at 6:30: _____

103 Time: 60 sec = 1 min

How many seconds are in 3 minutes? _____

104 Time: 60 min = 1 hr

How many hours are 120 minutes? _____

105 Time: 24 hours = 1 day

How many hours are in 2 days? _____

106 Time: 7 days = 1 week

How many weeks are 21 days? _____

107 Time: tell time: 6:05, use of 'past' & 'to'

Match

6:05	20 minutes to 3
3:20	quarter past 10
10:15	5 minutes to 6
2:40	quarter to 10
5:55	5 minutes past 6
9:45	20 minutes past 3

108 Measure a line to the nearest centimetre

Measure the length of this line to the nearest centimetre:

_____

109 Distance: Know that 1 m = 100 cm

How many cm are in 1 m? _____

110 Distance: Know that 1 km = 1000 m

How many m are in 2 km? _____

111 Distance: Estimating distance in m and km

The distance from school to the beach is 7 (m, km)

The height of that tree is 10 (m, km)

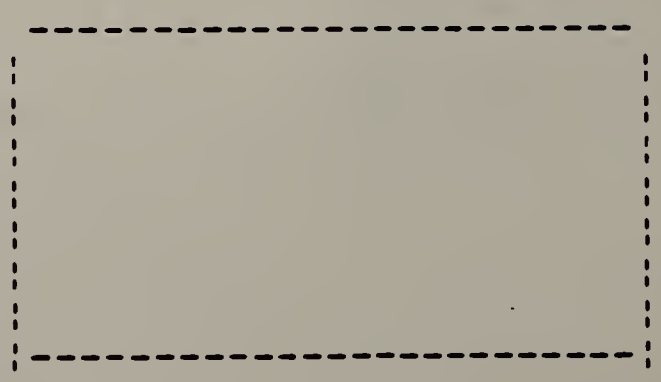
Estimate the height of your room. _____

112 Shapes: Square, rectangle, circle, triangle

Draw the following shapes: Square, rectangle, circle, triangle.

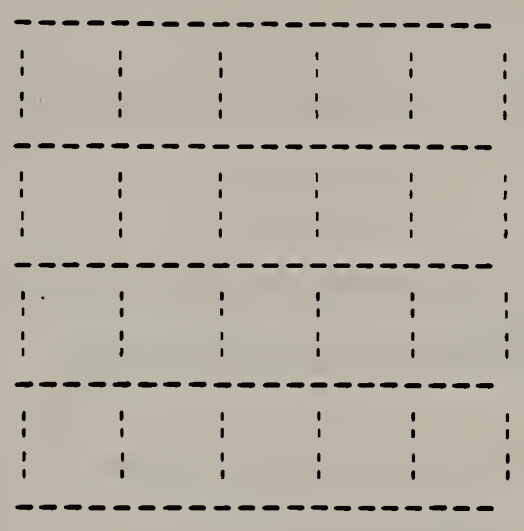
113 Perimeter of a rectangle, triangle, etc

Perimeter means distance around. Find the perimeter of the figure:



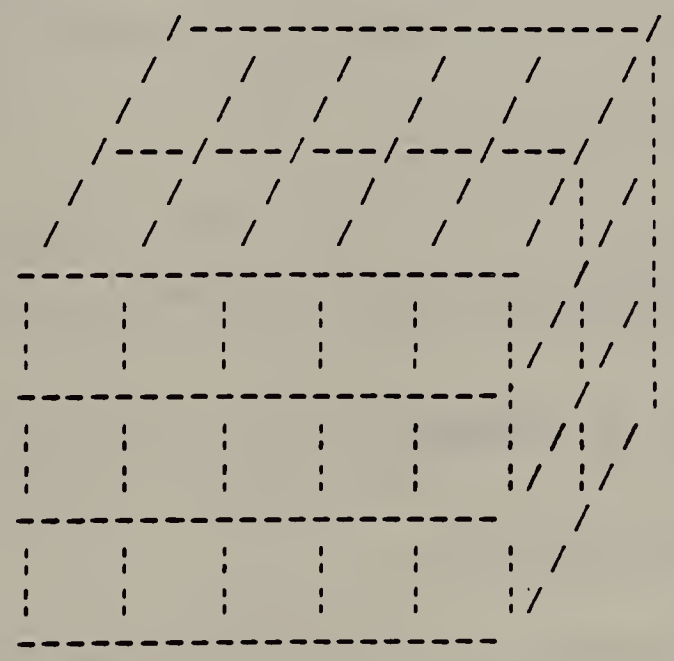
114 Area:Find, in square cm, of given figure

Find the area of the shape below in square centimetres



115 Volume: Find, in cubic cm, of given figure

Find the volume of the shape below in cubic centimetres



116 Volume: estimating volume of cup in mL

- Measure a volume of 1L

  1L = 1000 mL

  Estimate (or find) the volume in mL:

1. A glass of water
2. A large bottle of water

117 Weight: Estimating weight of objects

Find your weight in kg. Find the weight of 1L of water in kg.

1 kg = 1000 g

Estimate the weight of a bag of potatoes:

50 g 50 kg

118 Temperature: Estimate temperatures

Measure the temperature of the room in °C _____

Measure your own temperature in °C _____

Measure the temperature of ice and water in °C _____

Measure the temperature of boiling water in °C _____

119 Multiplic.: 1-d by mult-of-10, 100, 1000

Complete the following:

6 x 20 = _____ 5 x 300 = _____ 7 x 4000 = _____

120 Multiplic.: 3 numbers

Complete the following:

6 x 3 x 10 = _____ 4 x 5 x 3 = _____ 7 x 4 x 1000 = _____

121 Multiplic. 2-d x 1-d: 36 x 4 = (30x4) + (6x4)

Complete the following:

36 x 4 = (30 x 4) + (6 x 4) = 120 + 24 = _____

42 x 4 = (40 x 4) + (___x 4) = _____ + _____ = _____

53 x 6 = (____ x 6) + (____ x 6) = _____ + _____ = _____

46 x 2 = (____ x ___) + (____ x ____) = _____ + _____ = _____

122 Multiplic. 2-d x 1-d, trading ones

Complete the following:

17	18	14
x 3	x 4	x 7

123 Multiplic. 2-d x 1-d, trading ones and tens

Complete the following:

75	28	31
x 5	x 4	x 7

124 Multiplic. 3-d x 1-d, 2 or more trades

Complete the following:

575	428	316
x 5	x 4	x 7

125 Estim.: 1x3d:Round to nearest 10 then MULTIPLY

Estimate to the nearest 10 then multiply:

3 x 754 = _____ 175 x 4 = _____

126 Estim.: 1x4d: Round to nearest 100 then MULTIPLY

Estimate to the nearest 100 then multiply:

372 x 5 = _____ 3713 x 6 = _____

127 Estim.: Round to nearest dollar then MULTIPLY

Estimate to the nearest dollar then multiply:

$3.75 x 8 = _____ $74.50 x 2 = _____

128 Mult.large number x 1-d, 2 or more trades

Complete the following:

152,575	93428	12316
x 5	x 4	x 7

129 Multip. of money by 1-d numbers

Complete the following:

$15.25	$0.42	$12.31
x 5	x 4	x 7

130 WP mult.& subt/add: Lost 5 x 4, left with 8, how many before?

1. Jack had some cards. He gave 6 friends 5 cards each, and he was lef with 9 cards for himself. How many cards did he start with?

_____

2. To pay for the bus for the school trip, each of the twenty student paid Dh 5, but the teacher paid Dh 7. How many Dirhams did they pay?

_____

131 Div. by 1-d: Mental maths: e.g. 60 div. by 3

5)350	9)270	5)400

132 Div. by 1-d: 2-d quotient & remainder

Complete the following, showing quotients and remainders:

4)123	7)727	8)414

133 Div. by 1-d: 3-d quotient and remainder

Complete the following, showing quotients and remainders:

$2\overline{)233}$ $6\overline{)4127}$ $5\overline{)5454}$

134 Div. by 1-d: Zero in the quotient

Complete the following, showing quotients and remainders:

$5\overline{)2035}$ $6\overline{)27626}$ $9\overline{)6344}$

135 Div. by 1-d: with money

Complete the following, showing quotients and remainders:

$4\overline{)\$123}$ $7\overline{)\$17.27}$ $8\overline{)\$4.16}$

136 Finding averages

Find the average of the following numbers: 5, 13, 6, 12

137 Estim.: Round to nearest 10 then DIVIDE by 1-d

Estimate to the nearest 10 then divide:

544 divided by 6 = _____ 155 - 4 = _____

138 Estim.: Round to nearest dollar then DIVIDE by 1-d

Estimate to the nearest dollar then divide:

$3.17 - 8 = _____ $72.40 - 2 = _____

139 Fractions: Naming EQUAL parts (halves, etc.)

1. A square is divided into two EQUAL parts. What is each part called?

   _____

2. Draw a circle. Divide it into 4 equal parts. What is each part called?_____

3. Below is a line divided into three parts. Is each part called a third? Why not?

   ----------¦----------¦----------¦

   What is the big part of the line called? _____

   What is each of the smaller parts of the line called? _____

140 Fractions: Show fraction of given set of objects

For each group of 8 stars, circle the fraction written under them.

* * * * * * * *	* * * * * * * *	* * * * * * * *	* * * * * * * *
one half	one eighth	one fourth	three eighths

141 Fractions: Equivalent fractions name same amount

The line below is made of 24 '-'.

----

1. How many '-' are one fourth of the line? _____ Colour them red.

----

2. How many '-' are TWO fourths of the line? _____ Colour them blue.

----

3. How many '-' are one half of the line? _____ Colour them green.

4. Why are one half and two fourths equivalent? _____

_____

142 Fractions: Recognise equivalent fractions

The above line is made of 24 '-'. Use it to answer the questions below.

Which of these pairs of fractions are equivalent?

1/2 and 2/3	1/3 and 2/6	1/4 and 2/8
4/8 and 1/2	2/4 and 2/6	3/4 and 6/8

143 Fractions: Lowest terms

Reduce to lowest terms:

$\frac{10}{16}$	$\frac{3}{30}$	$\frac{2}{16}$	$\frac{5}{25}$

144 Fractions: Comparing fractions

The above line is made of 24 '-'. Use it to answer the questions below.

Which is larger?

1/2 or 1/3	1/3 or 1/4	1/6 or 1/4
2/8 or 1/4	2/6 or 3/8	3/4 or 8/12

145 Fractions: know that 1/2 of 6 means 6 div.2, etc.

Find the value of the following:

One half of 8 = _____ One third of 12 = _____

One fourth of 20 = _____ One fifth of 30 = _____

146 Fractions: 2/3 of 6 means (6div.3)x2, etc.

Find the value of the following:

One half of 8 = _____ One third of 12 = _____

One fourth of 20 = _____ One fifth of 30 = _____

147 Fractions: mixed numerals:eg 3 2/3.

$4\frac{2}{3}$ means $4 + \frac{2}{3}$

148 Fractions: meaning of numerator & denominator

$\frac{2}{3}$ <---- this number is called the _____

<---- this number is called the _____

149 Fractions: Write improper fraction as mixed number

Write as a whole number or mixed number:

$\frac{24}{3} =$ ___

$\frac{24}{7} =$ __

$\frac{37}{5} =$ ___

$\frac{56}{8} =$ __

150 Fractions: Add. & subt. like denominator

$$\frac{3}{8} + \frac{1}{8} =$$

$$\frac{7}{12} - \frac{1}{12} =$$

151 Fractions: Add. & subt. mixed numerals, like denominator

Find the sum or difference:

$$3\frac{3}{5} + 2\frac{1}{5} =$$

$$7\frac{6}{8} - 2\frac{3}{8} =$$

152 Fractions: Add. & subt. unlike denominator

$$\frac{3}{4} + \frac{1}{8} =$$

$$\frac{7}{10} - \frac{1}{2} =$$

153 Shapes: cone, cube, cylinder, sphere

Draw the following shapes: cone, cube, cylinder, sphere

154 Multiplic.: Mult-of-10 by mult-of-10

Complete the following (mental maths):

60 x 20 = _____ 50 x 60 = _____ 70 x 80 = _____

155 Multiplic. 2-d x 2-d

Complete the following:

75	28	31
x25	x14	x67

156 Estim.: 2-d x 2-d Round to nearest 10 then MULTIPLY

Estimate to the nearest 10 then divide:

28 x 13 = _____ 19 x 24 = _____

157 Estim.: 2d x money: Round to nearest dollar and 10 then MULTIPLY

Estimate the money to the nearest dollar, estimate the number to the nearest 10, then multiply (mental maths):

$3.17 x 18 = _____ $7.40 x 58 = _____

158 Multiplic,: 3-d x 2-d, 2 or more trades

Complete the following:

575	428	316
x53	x37	x92

159 Multiplic.: Money by 2-d numbers

Complete the following:

$15.25	$0.42	$12.31
x 65	x 14	x 72

160 Div.: 3-d Mult-of-10 by 2-d mult-of-10

Complete the following (mental maths):

60 - 20 = _____ 480 - 60 = _____ 270 - 90 = _____

161 Div.: 3-d No. by 2-d multiple of 10

Complete the following:

346 - 20 = _____ 485 - 60 = _____ 279 - 90 = _____

162 Div. by 2-d: 1-d quotient and remainder

Complete the following, showing quotients and remainders:

53)92 40)399 99)414

163 Div. by 2-d: 2-d quotient & remainder

Complete the following, showing quotients and remainders:

$24\overline{)523}$ $12\overline{)727}$ $81\overline{)4114}$

164 Decimals: Tenths: Fractions of 10 (e.g. 0.6)

The above line is made of 10 '-'. Use it to answer the questions below.

Color 3/10 of the line red. This part of the line is also written as 0.3

2/10 is the same as 0.___

5/10 is the same as ____

7/10 is the same as ____

___ is the same as 0.6

___ is the same as 0.8

165 Decimals: Whole numbers & tenths (e.g. 3.6)

Each of the above two lines is made of 10 '-'. Use them to answer the questions below.

Color ONE and 3/10 of the lines red. This part of the lines is also written as 1 + 0.3, or as 1.3

$\frac{2}{10}$ means 0.

$3\frac{2}{10}$ means $3 + \frac{2}{10} =$

0.4 means: _____

6.4 means:

166 Decimals: Hundredths: Fractions of 100 (e.g. 0.26)

Imagine a line is made of 10 '-'.

Colour 34/100 of the line red. This part of the line is also writt as 0.34

12/100 is the same as 0.___

57/100 is the same as ____

71/100 is the same as ____

_____ is the same as 0.63

_____ is the same as 0.87

167 Decimals: Whole numbers & hundredths (e.g. 3.46)

$\frac{26}{100}$ means 0._____

$3\ \frac{62}{100}$ means $3 + \frac{62}{100} =$

0.4 means: _____

6.4 means: _____

168 Comparing decimals using =, < and >

Write < (less than), > (more than) or =, in each [_]

2.9 [_] 2.1 3.75 [_] 35.5 87.62 [_] 87.58

0.9 [_] 0.90 0.08 [_] 0.7 1.05 [_] 1.2

169 Decimals: Adding and subtracting

Find the sum:

$$\begin{array}{r} 1.6 \\ +2.9 \\ \hline \end{array} \qquad \begin{array}{r} 0.3 \\ +0.5 \\ \hline \end{array} \qquad \begin{array}{r} 6.0 \\ +1.4 \\ \hline \end{array}$$

6.5 + 5.6 = _____ 8.1 + 1.3 = _____

Find the difference:

$$\begin{array}{r} 7.6 \\ -2.7 \\ \hline \end{array} \qquad \begin{array}{r} 8.2 \\ -0.4 \\ \hline \end{array} \qquad \begin{array}{r} 7.8 \\ -1.4 \\ \hline \end{array}$$

6.8 - 5.9 = _____ 8.6 - 1.4 = _____

Find the sum or difference:

$$\begin{array}{r} 70.6 \\ -21.3 \\ \hline \end{array} \qquad \begin{array}{r} 83.8 \\ +\ 5.5 \\ \hline \end{array} \qquad \begin{array}{r} 6.64 \\ -1.84 \\ \hline \end{array}$$

86.8 + 8.7 = _____ 40.8 - 2.7 = _____

★★★★★★★★★★★★★★★★★★★★★

502 Misty Dr.
Apt. #1
Lancaster, Pa., 17603
1 December 1984

Mr. Ralph Bistany
AMFAC Hotel
Rooms 1904-1905
30 S. Seventh St.
Minneapolis, Minn. 55810 (?)

Dear Ralph and Lelia:

Just a transmittal note at this time. I want to get this material off to you immediately. Hope it will be helpful.

Best of luck in your latest endeavor. Please keep in touch.

Sincerely,

George

The Yemeni Program
at
Choueifat National College
Lebanon

I BACKGROUND

I arrived at the American Embassy in Beirut, Lebanon in January 1959 to begin my assignment there as Deputy Regional Training Officer. The major function of the Regional Training Office there was administration and management of the U.S. State Department contract with the American University of Beirut. This contract provided six hundred sixty-five scholarships for students from seventeen nations in the Middle East, North and East Africa and central Asia.

II THE PROGRAM

Dr. Cromwell Riches, the Chief Regional Training Officer, departed for 90 days home leave early in June 1959 leaving me in charge of the program. A week later the AID Representative from Taiz, Yemen came into my office with a problem. He wanted to know how he could manage to have a number of Yemeni youths enrolled for degree study at AUB. I told him that his basic problem was easy to solve but would take time and patience: arrange to place the Yemeni students in a good secondary school in Lebanon and allow them time to complete a good pre-college education. The AID Representative then asked me to find the school best equipped to work with Yemeni students.

I consulted with the Dean of AUB and other Lebanese educators and then visited the National College (prep.-school for AUB) and four recommended outlying institutions. They were all good schools but only one indicated the flexibility needed to prepare special programs for a group of Yemeni students. That school was Choueifat National College, where Mr. Ralph Bistany served as principal and director of programs.

About one hundred Yemeni students had already been moved to Cairo where they were enrolled in elemental programs. I secured appropriate testing materials and with the assistance of Mr. Nabil Haddad, a Choueifat instructor, went to Cairo to test and screen the group. That trip resulted in the selection of the first Yemenis to be enrolled at Choueifat.

An educator could begin to comprehend the problems to be involved only if he had actually visited this most underdeveloped of all Arab countries. I found there an almost complete lack of the many intellectual linkages an individual must have to cope in the modern world. Mr. Bistany understood this and was able to provide the tools for non-pressured educational growth for this group of bright young men.

The Choueifat program was an unqualified success, and though more than twenty years have passed since I initiated it, I still recall the name of student Lutvie Hajira who qualified for admission to AUB pre-engineering after less than two years at Choueifat. I would estimate that four years for those Yemeni students to successfully complete college preparatory work would have constituted an excellent record.

Before leaving for my next post (Afganistan) I learned that news of the Yemeni program had spread to other Arabian Peninsula areas and that influential Arabic fathers were arranging to send their sons to Choueifat National College.

Also before leaving Beirut I attended one of Choueifat's beautiful outdoor graduation exercises. I could not be other than impressed to note the many ranking Lebanese officials there, which indicated the high regard in which this institution was held.

I retired more than sixteen years ago and, naturally, have no access to US State Department files on Choueifat or AUB, nor would I request any. To the best of my knowledge all information given above would be unclassified.

George S. Fleischmann FSR Retired
US Department of State

SHARJAH
O. Box : 2077
A. E.
Tel : 582211
Tlx. : 68050/School EM

الشارقة
مدرسة الشويفات الدولية
SHARJAH
INTERNATIONAL SCHOOL OF CHOUEIFAT

الشارقة
ص.ب : ٢٠٧٧
دولة الامارات العربية المتحدة
تليفون : ٥٨٢٢١١
تلكس : ٦٨٠٥٠/سكول ام

00131/38

FAX TRANSMITTAL FORM

To : Choueifat Schools. ISC Fax: 582865

From: D Miles.

Date: 19-3-89.

No. Pages: 2 (including this one)

Message:

Real Achievement!!

Saleh Aqqad. G.13S. I.B Dipl. cand.
Going to Imperial College to read Physics,
achieved 800, 800, 800 in A.C.H. tests.
N.B Saleh is 2nd in class. No.1 did not take the test.

Previous bests

			Phys.	Chem	Maths II	Eng
1982	Ali	Huwaidi	800	800	790	
1983	Ahmad	Tabari (G 12)		800	800	630
1986	Walid	Azzam	780	790	800	

Dorothy Miles

ADMISSIONS TESTING PROGRAM
The College Board

COLLEGE PLANNING REPORT

SCORE REPORT FOR **SALEH AQQAD**

Sex	Birth Date	Social Security No	Telephone No	Registration No	Ethnic Group	U.S. Citizen	Report Date
M	8/29/70			9459076			3/04/89

High School Name and Code	First Language	Religion

[redacted]

Test	Score	Score Range 200 300 400 500 600 700 800	Percentile Among College-Bound Seniors Nation	State
MATH II	800	(((	99	
PHYSICS	800	(((	98	
CHEMISTRY	800	(((	99	

See the reverse side of this report for more information on [redacted] scores

Test Date	Grade Level	SAT Verbal	SAT Verbal Subscores		SAT Math	TSWE

Achievement Tests				
Test Date	Grade Level	1	2	3
Jan 89	--	M2 800	PH 800	CH 800

Courses	Years	Honors	Awards	Courses and Experience
ARTS AND MUSIC				
ENGLISH				
FOREIGN LANGUAGES				
MATHEMATICS				
NATURAL SCIENCES				
SOCIAL SCIENCES				
COMPUTER EXPERIENCE				

Grade Point Average	Class Rank

Degree Goal	First Choice of Major	Career Choice

Other Majors Considered	Requested Services

Preferred College Characteristics	Extracurricular Activities

Fr. Bustany

Telephone call from Miss Miles - 3/19/86 - 11:10 a m

Please call her.

1. Acceptances are coming in from bigger universities. An acceptance from Lehigh.

2. Today, again from Lehigh, one boy last year has been on the Dean's List. They wrote especially to say how pleased they were with him.

3. Ranya Tabari has been nominated to make the graduation speech for her year at Georgetown University Foreign Services Department. She is one of ten nominees. Choice will be made within 4-5 days. If chosen, she will be first Arab, first Palestinian, and first Choueifat graduate.

Abu Dhabi, 31st August 1985.

Dear Sir,

With reference to our earlier discussions regarding the quality of secondary schools in general and the International School of Choueifat in Abu Dhabi in particular, I would like to explain my opinion as follows.

My daughter has been one of your pupils from september 1981 till april 1983. Before we made a decision to which school we were going to send her, we asked information from several people and we decided to try yours.

The first couple of months it was very difficult for her, mainly because of lack of English.

After a while she got used to the language and to the school-system and she started enjoying it.

Before she joined Choueifat she went to the primary school in Holland which gives never homework and you attend lessons only for 28 hours a week. So you can imagine that the increase in working hours was very hard for her.

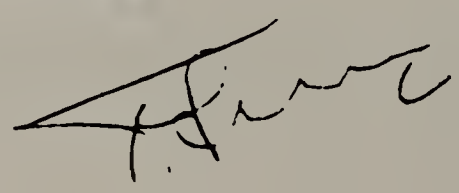
The time she spent at your school was very tough and she had to work real hard, but she always enjoyed it. And not to forget, she learned a lot.

In April 1983 we went back to Holland and she started on the secondary school there. It does not make much difference which one you choose, because you will not find one like Choueifat. The democracy from the pupils is very advanced. The teachers are superior in name inthe classroom, but children do as they like. Because it is very difficult as schoolmanagement to remove children from your school (they will end up in court) teachers get so frustated that there is a very high sick percentage. During a couple of weeks I checked the not given lessonhours from my daughter: an average of 1 hour every day, for many different reasons.

Having experienced the difference between Choueifat and schools in Holland, we are very happy to be back in Abu Bhabi, so she can join your school again, because all of us believe in your system.

Keep up the good work.

Yours



Abdallah G. Ghantous

Date 27/11/85

Dear Mr. Germanos,

As a result of your guidance and of those who had taught my Son 'George' during his scholastic years at the 'International School of Choueifat', I recieved the enclosed letter from the head of the mechanical engineering department at the "Worcester polytechnic institute' which is self-explainatory.

Thanking you again and looking forward to seeing you soon,

Best regards,

P.O. Box 6370
Abu Dhabi - U.A.E.
Tel: 325227 & 337565
Telex: 22784 Astra

17a Connaught Street
London W2 2AY - UK
Tel: 01-402 9202
Telex: 24280 Beaver

Our Ref : RM/029/85
Date : 20th March 1985

Mr.Germanos
International School of Choueifat
P.O. Box 7212
ABU DHABI - U.A.E.

Dear Mr.Germanos,

I should like to take this opportunity to inform you that my son, Nicholas Mansour of Grade VI, having taken the entrance examinations for three top schools in London, was able to pass all of them, one with distinction.

Naturally, we are very proud of him, but we feel that a great deal of credit should be accorded to the International School of Choueifat, for the high standard of teaching that my son has received during his time with your establishment.

May I say, on behalf of myself and my wife, that we greatly appreciate the efforts made by all your staff.

With thanks, I remain,

Yours sincerely,

Rafik Mansour

0077/1

I was a student at the International School of Choueifat, in Sharjah U.A.E, from 1978 to 1982 and graduated with a High School Diploma and went on to Sophia University in Tokyo.

My main objective in going to university in Japan rather than the U.K., Canada or U.S.A. was that I wanted to learn the Japanese language, Japanese culture, and Japanese business practices. This I thought would be of great help to me later on as I envisaged the emphasis of world trade, economics, as well as financial, might slowly switch from North America to Asia in the 1990's.

The international student body at the International School of Choueifat made it easier and quicker for me to accept and adapt to the different culture I found myself in. The high level of English required to graduate from the International School of Choueifat ensured that I had no problems with understanding the courses at Sophia. In fact, I found that my English was a distinct advantage over other foreign, as well as Japanese, students who at times struggled with the language. The high level of self discipline needed to succeed academically at the International School of Choueifat also helped once you entered university, and were as such, left on your own to set targets nd accomplish them.

April 14, 1992

Mrs. Nadia Reda
Headmistress
International School of Minnesota
Eden Prairie, MN 55344

Dear Nadia,

I can hardly believe that we are already nearing the end of the 1991-92 school year. With all good intentions, I have somehow managed to let the year slip by without keeping in touch. It has been an especially busy year for all of us. Since we were in the Twin Cities last year so unexpectedly, there were many things here in Dhahran that we had left undone and unattended - we have paid the price this year, trying to get back on track. I am beginning to feel now that we are caught up (just in time to go away again for the summer!).

I had meant to keep in touch with all of you at ISM, since you were so important in our lives last year, and filled such a void with a school that was at once familiar and excellent. Both Dina and Sami had such a good experience with you. We often talk of what it was like for them to be in school in the States. Their teachers and friends were all wonderful. Sami sends regards to Mrs. Herbranson, to Ms. Hugo, to all his other teachers and friends. Of course you have all recently seen Dina, who told me she visited when she was in MSP over spring break. She is really happy at Wellesley, has registered for her first two M.I.T. courses this semester (it seems most of the architecture courses are at M.I.T.), and has nothing but warm memories of being at ISM and one of it's first graduates. She plans to come to Dhahran in mid-May, when finals are over, then we all hope to be in the Twin Cities in July and August. We'll plan to see you then.

To the Class of 1992 - best wishes - may your futures be bright. I'm wondering where they will choose to be next year... can't wait for all the news. I really wish we could be there for the second graduation ceremony! We'll be with you in spirit.

Hello to all.

Linda Amin

Edina Pediatrics

3250 West 66th Street Suite 210 • Edina, Minnesota 55435

927-PEDS (7337)

January 24,1990

Dr. Dale Koch
6385 Beach Road
Eden Praire, Minn.
55344

Dear Dr. Koch,

The International School of Minnesota and its staff have exceeded my expectations in educating my children. I am extremely pleased with the academic curriculum and the close monitoring of each childs progress and areas of strengths and weaknesses. The follow through on results of observation and testing has been thorough. All of the teachers and staff that Kori and Kelsey have been in contact with have been sensitive, challanging and cooperative. The transition from Montesorri to The International School for both of my girls was difficult and yet a positive experience because of the caring nature of the school. I appreciate the consistency of concern and sensitivity to the needs of my children.

I have been most impressed with Sue Hugo and her ability to recognize and meet the individual needs of students. Kori has had an especially positive and growth producing relationship with Miss Hugo. We look forward to continuing this relationship next year in fifth grade in the consistant on-going math program with math instruction by Miss Hugo. We also appreciate the consistency in English and Spanish.

As a Pediatric Practitioner in Edina, I come in contact with 20-30 families daily and am frequently asked for educational recommendations. I am most pleased to tell them that I entrust my childrens education to I.S.M. because of the small class sizes, the academic accountability, the caring nature of the school, the second language, and the great staff.

Our family looks forward to an ongoing educational partnership with The International School of Minnesota. Thank You.

Sincerely;

Marilou Pederson

vj/mp

Patricia,
Another letter of
praise & recommendation
Debra

FEB. 20 1996

Dear Dr Koch,

Following our week-long visit to Vancouver, Louisa began to have some doubts about remaining behind in Minneapolis on her own for three months. Although the desire to stay on at School & complete the year is extremely strong, the emotional needs & concerns have surfaced, making the decision more complicated.

For the last few weeks she has been vascillating between 'staying' & 'going' and has given both possibilities a lot of thought. However, she has now concluded that although her mind tells her to stay her heart feels she should go with us. Consequently Louisa's last day at school will be March 8 since we depart for Vancouver on March 9.

A few chosen words cannot really express the pleasure & pride we have felt that Louisa was able to attend the I.M.S this year. It has proven to be a most beneficial year for Louisa, both academically & socially. You have

a wonderfully dedicated & enthusiastic staff & each one of them has, in his or her own way had a significantly positive effect on Louisa's feelings not only about learning but also about herself. The I.M.S. has provided a safe, secure & friendly learning & growing environment. As a parent I thank you for that.

I hope that Louisa will still be able to attend the I.M.S. upon our return & I shall look forward to seeing you again then

Sincerely,

[illegible]

Dear Mrs. Delameter, Miss Hugo, Mrs. Valsvik & Mrs. Barientos:

As you celebrate your 100th day with the International School of Minnesota, I wanted to take this opportunity to share a very special "THANK YOU" for being such a wonderful addition to Kristina's life. As an educator myself, I notice and very much appreciate all of the little "extra things" each and everyone of you has given to Kristina on a daily basis. I also understand that you are able to do so not only with just her, but with each of the youngsters with which you work! Such an outstanding commitment and follow-through deserves special recognition.

As you have probably noticed, I expect the best- I think our American youngsters face challenges in their future that only the most dedicated educators in their daily learning experiences will be able to help them prepare for. The competition they will face, and the problems our bright young Americans WILL HAVE TO try to solve in cooperation with their other "friends from abroad" can only hope to be successfully tackled with the skills; affective, as well as mental, which you are now little-by-little, instilling in your "charges". From what I have seen not only in the skills and attitudes Kristina has demonstrated, but also in the various programs, fieldtrips, and verbal/written communications my husband and I have had with you four, there is no doubt in our minds, that you "are doing your job" most excellently. You ACCEPT and try to synergize comments, constructive criticism in a positive way. Most importantly, none of you has ever become defensive regarding comments or suggestions. You thereby have left open channels with which you may continue to improve. -- just one more evidence of your ability to accept the opinions and/or expertise of others. Such an openness and flexibility on the part of educators is noteworthy and most commendable! Not all teachers in our field have the strength of character nor strong background to allow such open parent-teacher communication.

I cannot speak highly enough of you four, and since this week "marks a celebration of sort", my husband and I simply wanted to share our feelings with you. Please continue the good work, and if we as parents can help in any way to facilitate your good work, please do not hesitate to contact us.

Most sincerely,

Julie Archer-Kath

February 28, 1986

We first learned of the International School, last August, 1985, from an article in a local newspaper. Several stated objectives caught our attention, which prompted a visit. We were sufficiently impressed by the school's background and those we met, that we decided to enroll our nine year old daughter, Rachel, in the fourth grade.

What were the concepts that seemed so appealing? Certainly, one was that education must be viewed as educating the whole child. The program must be academically sound, and the child should be comfortable in the learning environment. The student should be taught to recognize their feelings, express them, and then deal with them positively. With this accomplished, children can progress academically. Right critical thinking is a prime goal of the school. Another is to appreciate and accept those who are different from ourselves, and thus learn more about who we are. This goal is greatly enhanced by the language program at the school and the diverse backgrounds of the student body and faculty.

The philosophy of constantly testing for learned academic skills, has proved beneficial for Rachel. All learning comes in steps, and regular testing gives the child confidence in their academic proficiency, thereby allowing them to proceed to the next and more difficult step. Through constant testing the child and teacher are aware of their progress on a timely basis, which becomes an important motivating factor for the teacher as well as the child.

In many schools, classroom discipline is ineffective and impedes the learning process. A fresh approach to this problem is part of the school's philosophy of removing a disruptive child from the classroom. This accomplishes several things. Valuable learning time is not wasted, and negative feelings toward the teacher are reduced. Also, it allows the disruptive child to express the feelings which are causing the behavior in a private, non-humiliating atmosphere, with a professional that is qualified to help the student.

The end of Rachel's first year at The International School is rapidly approaching. Simply stated, our daughter is "happy" at school, and that is one of the best indicators of all. She has mastered some difficult academic concepts, improved her study habits, and developed a more positive attitude, which allows her to see and feel proud of her achievements. We want these skills to continue to blossom and grow, right along with the International School! The excellent school staff has provided the expertise and encouragement that has nurtured Rachel's growth.

We have three children, ages 5, 10, and 15, and are involved in high school, elementary, and nursery school activities. In May of this year, our 4th child will arrive and add a new dimension to our family. The philosophies of the International School reinforce what we, as parents, are trying to teach as a family: Namely, that learning is fun and we as individuals are part of a life-long process of growth, which includes the acceptance of self and the realization that we live in an International world of diverse peoples.

International Crops Research Institute for the Semi-Arid Tropics

(ICRISAT)

Institut International de Recherches sur les Cultures des Zones Tropicales Semi - Arides

Nations Unies/ICRISAT
B.P. 1165 Ouagadougou
Burkina (via Paris)
Afrique de l'Ouest

Tél: 359-95 Nations Unies
342-74 Station expérimentale kamboinsé
Télex 5251 UV or (ou) 5381 UV
Cable: UNDEVEPRO,OUAGADOUGOU

March 4, 1986

Tracy S. Whitehead
The International School of Minnesota
444 West Country Road D.
New Brighton,
Minnesota 55112
USA

Dear Ms. Whitehead,

Thank you so much for the magazine advertisement including a picture of Amina. We were all thrilled. And Amina especially thanks all her classmates for having sent letters of greeting. She was ecstatic!

But we especially thank you for the excellent, though too short, educational experience my daughters received with the International School. They've never been so keen about their schooling, and the results were evident.

With best regards.

Sincerely,

Peter J. Matlon

PJM/do

Head Quarters: ICRISAT Centre, Patancheru P.O., Andhra Pradesh 502 324, India Telex: 0152 - 203
(Siége social)
Telephones: 77628/73537/72091 Cable: CRISAT, HYDERABAD, INDIA

EDUCATIONAL LIAISON

UNIVERSITY COLLEGE LONDON Gower Street London WC1E 6BT

Tel: 071-380 7765 (Direct Line)
071-387 7050 Ext 3087

Fax: UK 071-380 7380
International +44 71 380 7380

The Principal
International School of Choueifat
Abu Dhabi
UNITED ARAB EMIRATES

27 October 1993

Dear Principal

I have great pleasure in informing you that **Mr A M G Suliman** who was a former pupil at your College, has been the recipient of a University College London undergraduate Pathfinder Scholarship for the academic year 1993/94. Mr Suliman is a first year undergraduate studying for a degree in Civil and Environmental Engineering.

I hope this information is of interest to you. If there is any way in which I can be of assistance to your current pupils who may be thinking of applying to UCL, please do not hesitate to contact me.

In the meantime, I would like to draw your attention to the aforementioned scholarship and UCL's Open scholarships. I have sent posters advertising these scholarships under separate cover.

Yours faithfully

Peter Craggs

Peter Craggs
Director, Educational Liaison

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS 02139

OFFICE OF THE REGISTRAR

21 December 1987

To Whom It May Concern:

Re: Completion of Degree Requirements by Ms. Melvina H. Tarazi

While degrees must be officially voted by the MIT Faculty and MIT Corporation (which does not happen for several months), to the best of my knowledge after reviewing her record and discussing the matter with the academic department that will be recommending the degree, Melvina Tarazi has completed all of the requirements for the Bachelor of Science degree at MIT in Computer Science and Engineering, and will receive the degree in February, 1988. I might add that Melvina has compiled an extraordinary record of achievement in her academic work at MIT.

Sincerely,

Dr. David S. Wiley
Registrar

Grade sheet coming.

Baccalauréat International | Baccalaureate Office | Bachillerato Internacional

University of Bath, Claverton Down, Bath BA2 7AY
Telephone: 0225 62501 Cables: INTERBAC Telex: 449097

May 1985 examination session
137-007

August 1985

Dear Mr Halaby

You will by now have received the results of the International Baccalaureate examinations which you sat last May.

I am writing to congratulate you on the high quality of your performance in the Mathematics Higher Level examination, and to wish you every success in your future career.

Yours sincerely

Mr M J Rawlinson
Chief Examiner for Mathematics

TUFTS UNIVERSITY

Department of Mathematics

RECOMMENDATION FOR ALI HAMMOUD

While still a high school student, Ali Hammoud took Math 11, our introductory calculus course at Tufts, in summer school in 1984. His performance, in the rather tough version of that course as I taught it, was very impressive. On exams, with a class median ranging from 40 to 79 points, Hammoud's scores ranged from 74 to 99. He showed a quick grasp of the subject, and was a careful, persistent and incisive worker on homework problems. He was highly motivated, asking me often about difficult problems which had not been assigned. Beyond his performance as a student, I found him a polite and very pleasant young man. I would recommend him very highly to any undergraduate institution.

Sincerely,

Zbigniew Nitecki

Zbigniew Nitecki
Professor

ZN/at

Medford, Massachusetts 02155
617 628-5000

Dartmouth College HANOVER • NEW HAMPSHIRE • 03755

Citation Reports

FOR

Amit Malhotra '90

Prepared at: International School of Choueifat, Sharjah, U.A.E.

Enrolled at Dartmouth: September, 1986

Members of the faculty are invited to submit ***Citation Reports*** when a student's work is sufficiently distinguished to merit special recognition. Such Citations are rare, and relatively few are submitted each term. Some instructors believe that a grade of "A" speaks for itself and do not make a practice of submitting Citations.

CHEMISTRY 7: "A highly motivated and curiosity-driven student who made one of the two best records in this honors course and the top grade in laboratory."

1987 Winter Term

Walter H. Stockmayer
Albert W. Smith Professor of
Chemistry Emeritus

Worcester Polytechnic Institute, Mass. USA.

November 1, 1985

George Ghantous
Box 2562

Dear George,

The first quarter of the academic year is completed. When I look at the "bottom line" of your academic record, I am pleased to say congratulations for your outstanding work which by usual academic evaluation was in the high honors category.

Best wishes for continued success throughout the remainder of the academic year.

Sincerely yours,

Donald N. Zwiep
Head of the Department
Mechanical Engineering

DNZ:ama

cc: Mr. and Mrs. Ghantous

COPY

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS 02139

28 December 1984

Ahmad H. Tabari
Burton House, 533C

Dear Ahmad Tabari:

I am writing on behalf of the Department of Electrical Engineering to congratulate you for your outstanding work in 6.002. Your performance throughout the term places you in the top 10 in a class of 335 students. Considering the number ov very bright students at MIT, this is indeed an excellent achievement. The 6.002 staff joins me in wishing you continued success.

Yours very truly,

Campbell L. Searle
Professor of Electrical Engineering

CLS/s

Phi Beta Kappa

Founded December 5, 1776

This Writing Certifies That

Ahmad Hisham Tahari

Was made a member of ΦBK by action of the

Xi of Massachusetts at the Massachusetts Institute of Technology

May 4, 1987

in recognition of high attainments in liberal scholarship

In Witness Whereof, the President and the Secretary of the Chapter have hereunto affixed their signatures

ΦBK

Φιλοσοφία Βίου Κυβερνήτης

Richard M. Douglas
President

Secretary

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Mechanical Engineering
Exhibition Road, London SW7 2BX
Telephone: 01-589 5111 Telex: 261503 Telegrams: IMPCOL London SW7

LEC/EMB/1

23 July 1986

The Headmaster
School of Choueifat
PO Box 7212
Abu
Dhabi
United Arab Emirates

Dear Sir

Al-Abed Bassem

I am sure you will be pleased to know that your above ex-student has just graduated with an Upper Second Class Honours BSc(Eng) degree. He proved to be a most able and pleasant young man throughout his time with us and fully deserved the above result.

Needless to say, if you have any other young persons of this calibre showing an interest in Mechanical Engineering, we should be delighted to hear from them.

Yours faithfully

Dr L E Culver
Senior Tutor

JOHN W HUNT, DEAN
COLLEGE OF ARTS AND SCIENCE
MAGINNES HALL #8

PHONE (215) 861-3

7 March 1986

Principal
International School of Choueifat
P.O. Box 2077
Sharjah
UNITED ARAB EMIRATES

Dear Sir:

Every term a list of students who have achieved the special distinction of a 3.0 grade point average is published at Lehigh. It is a list I am particularly interested in since it is known as the Dean's List and it often contains those students who are going to be Lehigh's success stories in the future.

Among this fall term's list in the College of Arts and Science was Dilip Manganlal who recently graduated from the International School of Choueifat. We are now especially proud of him as I am sure you were a few months ago, and I thought it a good time to let you know that he has made a successful start in his undergraduate career.

Yours sincerely,

JWH/m

California Institute of Technology

upon recommendation of its Faculty has conferred on

Aditya Srinivasan

the degree of

Bachelor of Science with Honor

together with all the rights and privileges thereunto appertaining, in recognition of the satisfactory completion of a prescribed course of study

In witness whereof, the seal of the Institute and the signatures of its Officers are hereunto affixed at the City of Pasadena, in the State of California, this tenth day of June, nineteen hundred eighty-three

M. L. Goldberger
President

R. Stanton Avery
Chairman, Board of Trustees

THE JOHNS HOPKINS UNIVERSITY
G W C WHITING SCHOOL OF ENGINEERING
BALTIMORE, MARYLAND 21218

Alan F Kurr
Associate Dean for Academic Affairs

August 5, 1987

Mr. Mazen Mokhtar
100 West 39th Street, #20-D
Baltimore, MD 21210

Dear Mr. Mokhtar:

On behalf of Dean David VandeLinde, I wish to congratulate you for being named to the Dean's List f the Spring 1987 term. All of us here in the Whiting School are indeed proud of your academic accomplishme and we hope that you and your family are as well.

We know that you will endeavor to maintain your standing record, and we look forward to again having pleasure of recognizing your success.

Best wishes,

Alan F Kurr

AFK:cmj

P.S. Although you may have earned "Dean's List" statu the past, we are now recognizing your achievemen more formally.

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

Office of the Dean
Faculty of Engineering and Applied Sciences
410 Bonner Hall
Buffalo, New York 14260
(716) 636-2774

JULY 1987

Mr. Abdul O. Abbas
117 McDonald Hall
Main Street Campus

Dear Student:

The enclosed certificate acknowledges that you have attained the Dean's Honor List. The members of the Faculty of Engineering and Applied Sciences wish to congratulate you on the outstanding academic record you achieved this past semester. Your accomplishments are a credit to you, your family, and to the entire Faculty. We wish you continued success in the coming year.

Sincerely,

George C. Lee
Professor and Dean

GCL/get

Enclosure

UNITED MEDICAL AND DENTAL SCHOOLS
OF
GUY'S AND ST.THOMAS'S HOSPITALS
(UNIVERSITY OF LONDON)

DEAN
PROFESSOR T.J.H. CLARK, BSc, MD, FRCP.
SECRETARY
C.S. ARGLES

LONDON BRIDGE, SE1 9RT
TELEPHONE 01-407 7600 Ext. 33

3 February 1987

Dear Miss Biswas

I am writing to inform you that you have been awarded the Edgcumbe Prize for 1986, which is awarded to the candidate with the highest marks at the Part IA examination, jointly with Mr J S Gilbody, and to congratulate you on this result.

The Accounts Office will contact you when the cheque is ready for collection and a certificate will be available in due course.

Yours sincerely

Tim Clark.

Dean

Miss T Biswas
Medical Student
Boland House

UNIVERSITY OF LONDON

KANYA HISHAM TABARI

of

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

having completed an approved course of study in

INTERNATIONAL RELATIONS

as an Internal Student in the Faculty of ECONOMICS

and passed the prescribed examinations has this

day been admitted by the Senate to the degree of

MASTER OF SCIENCE

and Awarded a Mark of Distinction

16 SEPTEMBER 1987

Vice-Chancellor

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY

Department of Aeronautics
Prince Consort Road, London SW7 2BY
Telephone: 01-589 5111 Ext. 4001 Telex: 261503

Professor G.A.O. Davies, *Head of Department*

17th July 1986

The Head
International School of Choueifat
P.O. Box 7212
Abu Dhabi
U.A.E.

Dear Head

I thought you might like to know that Antony Harper has just been awarded a Third Class Honours B.Sc.(Eng) in Aeronautics in my department.

I am sure that Antony has benefited from his earlier education and has done well to succeed in what is acknowledged to be a demanding course.

Yours faithfully

G.A.O. Davies

University of Edinburgh

Department of Electrical Engineering

The King's Buildings, Edinburgh, EH9 3JL 031-667 1081 Ext

Head of Department & Chair of Electrical Engineering J Mavor, FIEE (ext 3591)

Telex 727442 (UNIVED G)
Fax 031-662 4358

JHD/JA

28 August 1987

Mr Asim Hayat
c/o Fatehmohd
PO Box No 3317
ABU DHABI
United Arab Emarits

Dear Asim,

I am writing to you to congratulate you on your June exam marks. You had grade A passes in electrical engineering 2 and maths 2 and a good grade B pass in industrial management 1. You have also been awarded a first class merit certificate in maths 2 and probably a merit certificate in electrical engineering 2 (I do not have the lists yet so I cannot confirm this).

This is a remarkable achievement following direct entry into second year and you are to be warmly congratulated.

We look forward to having you in our 3rd year in October. Keep up the good work.

Yours sincerely

Dr J H Dripps
Director of Studies/
Departmental Selector

Dartmouth College HANOVER • NEW HAMPSHIRE • 03755

Citation Reports

FOR

Amit Malhotra '90

Prepared at: International School of Choueifat Sharjah, U.A.E.

Enrolled at Dartmouth: September, 1986

Members of the faculty are invited to submit ***Citation Reports*** when a student's work is sufficiently distinguished to merit special recognition. Such Citations are rare, and relatively few are submitted each term. Some instructors believe that a grade of "A" speaks for itself and do not make a practice of submitting Citations.

CHEMISTRY 7: "A highly motivated and curiosity-driven student who made one of the two best records in this honors course and the top grade in laboratory."

1987 Winter Term

Walter H. Stockmayer
Albert W. Smith Professor of
Chemistry Emeritus

Worcester Polytechnic Institute, Mass. USA.

November 1, 1985

George Ghantous
Box 2562

Dear George,

The first quarter of the academic year is completed. When I look at the "bottom line" of your academic record, I am pleased to say congratulations for your outstanding work which by usual academic evaluation was in the high honors category.

Best wishes for continued success throughout the remainder of the academic year.

Sincerely yours,

Donald N. Zwiep
Head of the Department
Mechanical Engineering

DNZ:ama

cc: Mr. and Mrs. Ghantous

GEORGETOWN UNIVERSITY

Edmund A. Walsh School of Foreign Service
Office of the Dean

September 24, 1985

Ms. Ranya Tabari
Dean's List

Dear Ms. Tabari:

I would like to personally congratulate you on your impressive performance this past spring semester. Your scholastic achievement is a source of great pride to the School of Foreign Service, and we are enthusiastically anticipating your future studies at the School. As you pursue your education, continue to take full advantage of the wealth of educational resources available through the School and the Washington community and let us know how we can assist you in fulfilling your individual scholastic goals.

On Thursday, October 3rd at 5:00 p.m., the Dean's Office will host a reception for SFS Honors students. I hope you will be able to join with me and others in the SFS community as we toast your past achievements and anticipate your future success.

Once again, warm congratulations. I am looking forward to seeing you on the 3rd.

Sincerely,

Peter F. Krogh
Dean

PFK:la

Washington, D.C. 20057
202 625-4218

March 17, 1986

GEORGETOWN UNIVERSITY

Edmund A. Walsh School of Foreign Service

Office of the Dean

Dear Mr. Takasi:

Because of the excellence of your academic record, I am pleased to inform you that you are among those eligible for selection as the student speaker at the annual Tropaia Exercises to be held on Saturday, May 24, 1986, in Gaston Hall at 7:30 PM.

The Committee on Graduation decided last year that all seniors with a cumulative grade point average of 3.65 or higher as of January, 1986 would be eligible for the honor of selection as Tropaia student speaker. The Committee asks that ballots bearing the names of qualified and interested seniors be submitted to all members of the senior class who will elect the speaker.

I hope you will agree to submit your name for this honor. The student selected will have his or her speech reproduced by this office and distributed after its presentation to the guests.

Please indicate your decision below and return this signed notice to Mrs. Harrison in the Foreign Service Dean's Office no later than Friday, April 4.

Sincerely,

Peter F. Krogh
Dean

COLLEGE OF ENGINEERING
THE UNIVERSITY OF TEXAS AT AUSTIN

Office of the Dean · Austin, Texas 78712-1060

February 6, 1985

Krishan Nainani
W0188 Jester Center
Austin, TX 78784

Dear Mr. Nainani:

It is my pleasure to inform you that because of your good scholastic performance for the FALL 1984 semester, your name has been placed on the Honor Roll of the College of Engineering. This is an outstanding mark of accomplishment and distinction. I know you are justifiably proud of it; so are we.

We are pleased to honor you as an outstanding student in the College of Engineering, and we wish you continued success in your future academic endeavors and/or professional career.

Sincerely,

Charles A. Sorber
Associate Dean for
Academic Affairs

CAS:MF

Extracurricular Activities

Term II • Preschool – Grade 5

December 15, 1993

Dear parents and students,

Let it snow, Let it snow, Let it Snow! Oh, the weather outside is *not* so frightful, and extended day will be delightful. As the holiday season quickly sneaks up on us, so does the beginning of Winter II Term Extracurricular Activities.

Attached you will find descriptions of the extracurricular activities for Winter Term II, **January 10 through March 4.** Please read these thoroughly. I hope there will be something that appeals to everyone. Be sure to choose carefully; we encourage students to attend all classes for which they register. There are NO REFUNDS given after the first day of classes.

Students who are registered for **music lessons** will begin their lessons on January 3, as soon as we return to school. If your child is not continuing his/her music lessons, please send a letter to me stating that he/she will not continue by the first day of the regularly scheduled lesson.

Elementary students who do not choose an extracurricular class or activity will check into extended day where students actively choose what they would like to do. Examples of these choices are the playground, study buddies, library, computer room, gym, or the multipurpose room. Students can choose one of these spots, and if that room closes, students check into another room. Movement from one location is allowed, as long as students check out and in.

Early Childhood (preschool and prekindergarten) students will stay with their classroom teachers until 3:45. At 3:45 the students will join with their extended day groups for a variety of activities and games. Kindergarteners join their group at 3:15. Please make sure you check your child out with the teacher s/he is with and in the front office.

Registration must be returned to the office by Wednesday, January 5. I will do my best to accommodate everyone's schedules. Please remember that classes are filled on a first-come, first-serve basis.

Happy Holidays,

Lisa Larson

Lisa Larson
Extended Day/Extracurricular Coordinator

FOODS

Fun with Foods

Students will create race cars, roller skates, pixie dust wands, and a variety of fun things using a variety of food, candy, and household items. Due to overwhelming demand,this class is open only to those students who did not take Fun with Food in the Fall Term

Laura Harvey		Minimum 7	Maximum 10
Grade K	TH	4:10-5:00	Fee $30
Grade 1 - 2	TH	3:15-4:00	Fee $30
		Minimum 6	Maximum 8
Grade PS - PK	M	4:10-4:40	Fee $23

Gourmet Kids

Here is your chance to be the chef! We will be learning to plan and prepare meals by using a variety of cookbooks. Students must be able to read simple directions and be familiar with measurements. Due to overwhelming demand, this class is open only to those students who did not take Gourmet Kids during Fall Term.

Laura Harvey		Minimum. 7	Maximum 10
Grade 3-5	T	3:15-4:30	Fee. $33

CELEBRATE WITH ANOTHER CULTURE

French Frolics

Come and travel on the roads and towns of France. Learn a new French song every 3 weeks, play some French games, watch French cartoons and practice speaking French. Celebrate holidays such as "Epiphanies" (January 6th), La Chandeleur", and Mardi Gras. Join the fun.

Virginie Allard & Kenza Filali-Ansari		Minimum 7	Maximum 10
Grade 1-5	W	3:15-4:30	Fee: $20

Spanish Delight

Summer Games for cold noses are just the beginnings. Join in two short plays to learn about some Spanish writers. Typical songs from different Spanish speaking regions (Spain, Mexico , Central America , Uruguay and Argentina) will also be sung Of course, we'll take time to celebrate several holidays such as Wisemen Day, St. Valentine's Day, and Carnavel. Enjoy a few cartoons with a chocolate snack.

Danni Acosta & Carina Lubatti		Minimum 7	Maximum 10
Grade 1-5	W	3:15-4:30	Fee $20

MUSIC CLASSES

Adventures in Music

Children discover the sounds and thrills of music through singing, dramatizations, literature, games, and movement.

Sheryl Ebert — Minimum: 6 — Maximum: 10
Grade PS-PK — T — 3:45-4:20 — Fee: $30

Exploring Music

Children uncover the many dimensions of music through singing, playing instruments, literature, and movement.

Sheryl Ebert — Minimum: 6 — Maximum: 10
Grade K-1 — TH — 3:15-4:00 — Fee: $30

Discovering Music

Children experience music through the exploration of Orff instruments. They will learn elements of music by playing pitched and unpitched percussion instruments. The Orff approach is designed to accommodate students of all ability levels. The children will end the term by performing a small sampling of their favorite Orff arrangements.

Sheryl Ebert — Minimum: 6 — Maximum: 10
Grade 2-5 — W — 4:15-5:15 — Fee: $33

Music Lessons (grades 1-5)

Students who are currently enrolled will continue with lessons unless we receive notification in writing indicating otherwise. New students, please contact Lisa Larson at 941-3500 if interested in starting music lessons. Fee: $12 per lesson

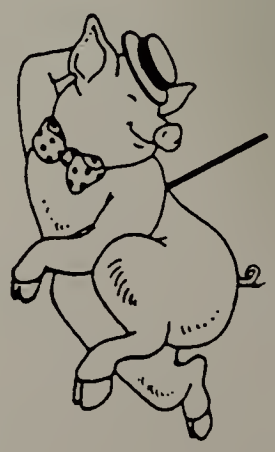
DANCE

Dance

Let it snow! Let it Snow! Let it Snow!
We don't care what the weather is doing outside, we will be keeping wonderfully warm inside dancing ourselves silly to lots of fun music. Last term we concentrated on technique and creative movement. This term we are going to work on performance skills, memorization, and self-confidence, hopefully putting together a short program of dances and story mimes that the children enjoy the most. Please wear comfortable clothes for stretching and movement.

Pat Joy — Minimum: 4 — Maximum: 9

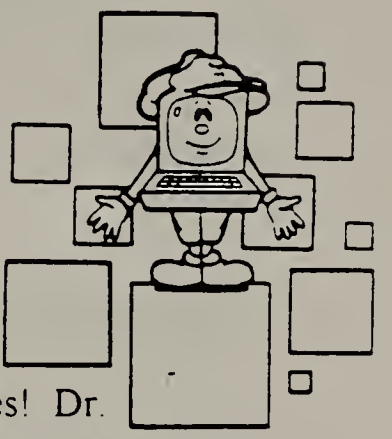
Grade 1-3	TH	3:15 - 4:00	Fee: $33
Grade PS- PK	TH	4:10 - 5:00	Fee: $33
Grade K	T	3:15 - 4:00	Fee: $33



ACADEMIC POWER TIME

Here is a chance to work on your academic project in school with teachers and friends to guide you. Come work together. Don't put it off until the end. Use this POWER TIME to work and get it done. Ask questions, get ideas, share ideas and get additional computer time. Remember, it is fun to work together!

Carolyn Fuller/ Ms Pierce
Grade 4-5 TH 3:15 - 4.30 Fee NO CHARGE



COMPUTER

The Secret Island of Dr. Quandary

An action-adventure game that challenges students' thinking skills, reflexes, and nerves! Dr. Quandary has students trapped on his island and plans to keep them forever. Students must outwit him and solve each crazy puzzle he throws their way. It's an experience that they won't forget!

Whitney Pierce Minimum: 4 Maximum: 8
Grade 4-5 W 3:15 - 4.00 Fee: $20

Young Authors

With imagination as their guide, students will write and illustrate their own stories on the computer. The publishing process will include; looking at examples of literature of many cultures, writing, editing, illustrating book covers, as well as sharing their creations with peers and parents

Whitney Pierce Minimum: 4 Maximum 8
Grade 2 T 3 15 - 4:00 Fee $20

CHESS

Chess Junior

Chess junior is offered for those who do not know how to play chess or are unsure of some of the rules. Students will learn the game in its entirety, while having fun at a pace that is comfortable for each student.

Todd Wright Minimum: 6 Maximum 10
Grade 1-5 T 3.15 - 4:00 Fee: $22

Chess Club

Chess Club is offered for students who already know how to play chess but would like to improve their game and have more practice. Strategies and game plans will be incorporated to make the student a more confident and versatile player.

Todd Wright Minimum: 6 Maximum 10
Grade 2 - 5 TH 3.15 - 4 00 Fee $22

ARTS, CRAFTS AND FIRST AID

Craft Connection

Winter Blahs - no such thing!
Let's sculpt a "Frosty the Snowman," make thumbprint caricatures and a Valentine project; try our hand at paper-making; and a few other surprises.

Nancy Gagner Minimum: 7 Maximum: 10

Grade 2-5	W	3:15 - 4:00	Fee: $35
Grade PS-2	W	4:10 - 5:00	Fee: $35

Exploring Art

We just don' t stop exploring! Everyone's doing it! A class for young artists who will be excited about their own ideas and creations. We use a variety of materials and methods to look for and create amazing things.

Beth Bogle Minimum: 8 Maximum: 10

Grade 2-5	M	3:15-4:00	Fee: $36
Grade PS-2	M	4:10-5:00	Fee: $36

Family Winter Story Book

There must be great stories for a cold winter, and what better way than to include your family? Students will bring photos of themselves and members of their families (pets, too, of course) and put them together with original art in their very own winter story art books. Great for a long, after-school, winter's nap!

Beth Bogle Minimum: 8 Maximum: 10

Grade 2-5	F	3:15-4:00	Fee: $45
Grade PS-3	F	4:10-5:00	Fee: $45

First Aid for Kids

How can you help if your friend gets cut on the playground? Do you know how to answer your phone? What do you do if a stranger comes to the door?

Through skits, games, and projects, children will learn basic, common-sense methods for keeping safe at home, in school, and at play. This is a five week class beginning January 24.

Lisa Larson Minimum: 8 Maximum: 10

Grade K-1	M	3:15-4:00	Fee: $15

CONTINUING CLASSES

Daisy Girl Scouts & Brownie Girl Scouts

"Be prepared" is the motto of a true scout! The goal of these programs is to encourage self-confidence while having fun earning Try-Its The girls will be exploring the sciences, outdoors, and the arts. Be prepared for adventure and fun!

Daisy Girl Scouts For **Kindergarten**
Leaders Lori Flemmer, Tresca Elwell, Kim Chaney, Cindy Pugh & Laura Harvey
Gr K F 4:00 - 5:00

Brownie Girl Scouts **Grade 1**
Leaders Joan Engstrom, Ann Johnson, Teri Popp, Audrey Thayer & Valerie Watson.
Gr 1 TH 4:00 - 5:30
Meets the first and third Thursday of every month.

Brownie Girl Scouts **Grade 2**
Leaders Barbara Beiersdorf, Pat Duarte, Teri Popp, & Loria Danage-Scott
Gr 2 F 4:00 - 5:30
Will meet every other Friday

Boy Scouts The purpose of scouting is to develop character, responsibility, leadership, and service. The International School scout program is a year-round program with fewer meetings during the summer. Typically, scout dens are led by parents. Currently, we have a small group of parents contributing time and leadership. If you would like to help, please contact Lisa Larson at 941-3500.

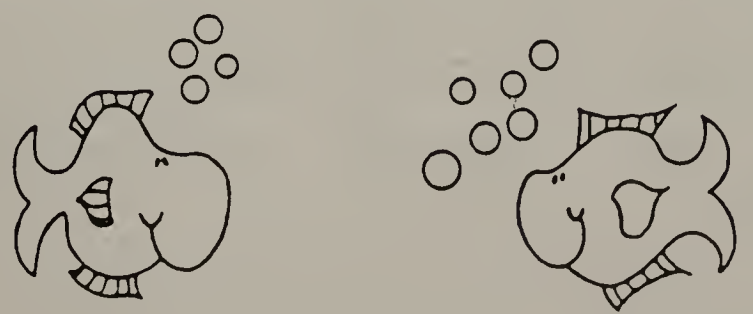
Cub Scouts **Grade 2**
Robert Elwell & Alice Markham Gr. 2 T 4:15 - 5:30

Tiger Scouts **Grade 1**
Robert Elwell & Alice Markham Gr. 1 T 4:30 - 5:30
Meets every other Tuesday.

Campfire Come join in the fun of learning a new skill, doing a craft, helping the community, and learning about ourselves and our neighbors.

Colleen McLain Gr 3 TH 3:15 - 4:00

Swimteam Students grade 3 through 5 will continue to practice on their strokes and build up their endurance. Students will participate in swim meets during this term. There is no space for new students.



SPORTS

Karate

Learn basic self-defense! Karate is taught by instructors from the National Karate School Emphasis is placed on stretching and warm-up exercises, blocking, and evasive movement. Beginners work towards the white belt. Classes at the gold and green belt levels are also available. Karate is offered only for 1st-5th grade students Karate meets twice a week.

National Karate School		**Minimum: 6**	**Maximum: 10**
Green Belt	T and	4:10 - 4:55	
	F	3:15 - 4:00	
Gold Belt	T and	3:15 - 4:00	
	F	4:10 - 4:55	

Fee: $85 Uniforms and testing for belts are additional costs.

***White Belt**	M and	3:15 - 4:00	
*(more than 10 weeks of lessons)	W	3:15 - 4:00	
Beginners	M and	4:10 - 4:55	
	W	4:10 - 4:55	

Fee: $75 Uniforms and testing for belts are additional costs.

Gym-Mobile

Run, jump, tumble, and roll! The emphasis of this program is on fine and gross motor skills development. This class is designed to give children fundamental physical movements and elementary gymnastic skills.

Minnesota Gymnastics Incorporated		Minimum 7	Maximum 10
Grade K-1	F	3:15 - 4:00	Fee $54
Grade PS - PK	F	4:10 - 4:55	Fee $54

Tumblers

The emphasis in this program will be on tumbling skills, such as forward and backward rolls, back extension rolls, cartwheels, round-offs, handstands, handstand forward rolls, front and back walk-overs, etc. The program will also introduce spring board activities. The program is designed for the beginner as well as the advanced student. Each child will be challenged at his/her ability level.

Minnesota Gymnastics Incorporated		Minimum: 6	Maximum 15
Grade 2-5	F	3:15 - 4:00	Fee $54
Grade 1-5	F	4:10 - 4:55	Fee $54

Basketball

Come join the group and shoot some hoops! Basketball will be offered for 4th and 5th grade. If we have more than 8 students, we will try to schedule some games. If we have less than 8 students, we will continue to learn and develop skills to enhance the game. Practice dribbling, shooting, and passing. Give it a try. The fee does not include the cost of any games.

Todd Wright		Minimum: 5	Maximum 15
Grade 3-5	M & W	3:15 - 4:00	Fee $45

Registration Form
Winter Term 2 Extracurricular Classes
1994

Child's Name _____ **Grade**_____

Fill out a separate form for each child and return it to the school office by Wednesday, January 6, 1994. Choose carefully -- NO refunds will be given after the first day of classes. Please indicate choices by circling the fee and the time.

Day	Class	Grade	Time	Cost
MONDAY	SWIM TEAM	3-5	3:15	NO ADDITIONAL FEE
	EXPLORING ART	2-5	3:15	$ 36
	BASKETBALL	3-5	3:15	$ 45
	KARATE (White belt)	2-5	3:15	$ 75
	FIRST AID FOR KIDS	K-1	3:15	$ 15
	EXPLORING ART	PS-2	4:10	$ 36
	KARATE (Beginners)	1-5	4:10	$ 75
	FUN WITH FOOD	PS-PK	4:10	$ 23
TUESDAY	SWIM TEAM	3-5	3:15	SEE MONDAY
	GOURMET KID	3-5	3:15	$ 33
	KARATE (Gold belt)	2-5	3:15	$ 85
	CHESS JUNIOR	1-5	3:15	$ 22
	DANCE	K	3:15	$ 33
	YOUNG AUTHORS	2	3:15	$ 20
	ADVENTURES IN MUSIC	PS -PK	3:45	$ 30
	KARATE (Green belt)	4:10	$ 31	$ 85
	CUB SCOUTS	2	4:15	NO ADDITIONAL FEE
	TIGER SCOUTS	1	4:30	NO ADDITIONAL FEE
WEDNESDAY				
	FRENCH FROLICS	1-5	3:15	$ 20
	SPANISH DELIGHT	1-5	3:15	$ 20
	CRAFT CONNECTION	2-5	3:15	$ 35
	DR. QUANDARY	4-5	3:15	$ 20
	BASKETBALL	3-5	3:15	SEE MONDAY
	KARATE (White belt)	2-5	3:15	SEE MONDAY
	CRAFT CONNECTION	PS-2	4:10	$ 35
	KARATE (Beginners)	1-5	4:10	SEE MONDAY
	DISCOVERING MUSIC	2-5	4:15	$ 33

Day	Class	Grade	Time	Cost
THURSDAY	SWIM TEAM	3-5	3:15	SEE MONDAY
	FUN WITH FOOD	1-2	3:15	$ 30
	CAMPFIRE	3	3:15	NO CHARGE
	ACADEMIC POWER TIME	4-5	3:15	NO CHARGE
	EXPLORING MUSIC	K-1	3:15	$ 30
	CHESS CLUB	2-5	3:15	$ 22
	DANCE	1-3	3:15	$ 33
	BROWNIE GIRL SCOUTS	1	4:00	NO ADDITIONAL FEE
	DANCE	PS-PK	4:10	$ 33
	FUN WITH FOOD	K	4:10	$ 30
FRIDAY	SWIM TEAM	3-5	3:15	SEE MONDAY
	WINTER STORYBOOK	2-5	3:15	$ 45
	TUMBLERS	2-5	3:15	$ 54
	GYM MOBILE	K-1	3:15	$ 54
	KARATE (green belt)	2-5	3:15	SEE TUESDAY
	DAISY GIRL SCOUTS	K	4:00	NO ADDITIONAL FEE
	BROWNIE GIRL SCOUTS	2	4:00	NO ADDITIONAL FEE
	TUMBLERS	1-5	4:10	$ 54
	GYM MOBILE	PS-PK	4:10	$ 54
	WINTER STORYBOOK	PS-3	4:10	$ 45
	KARATE (gold belt)	2-5	4:10	SEE TUEDAY

MUSIC LESSONS

I WOULD LIKE MY CHILD TO _____ CONTINUE MUSIC LESSONS.

_____ BEGIN MUSIC LESSONS.

_____ TERMINATE MUSIC LESSONS.

DO NOT SEND PAYMENT-- ALL CLASSES WILL BE BILLED TO YOUR SCHOOL ACCOUNT.

TOTAL DUE _____

I GIVE MY CHILD PERMISSION TO PARTICIPATE IN THE ABOVE CLASSES.

PARENT'S SIGNATURE _____ DATE _____

3106 36

ACME
BOOKBINDING CO., INC.

FEB 7 19

100 CAMBRIDGE ST ET
CHARLESTOWN